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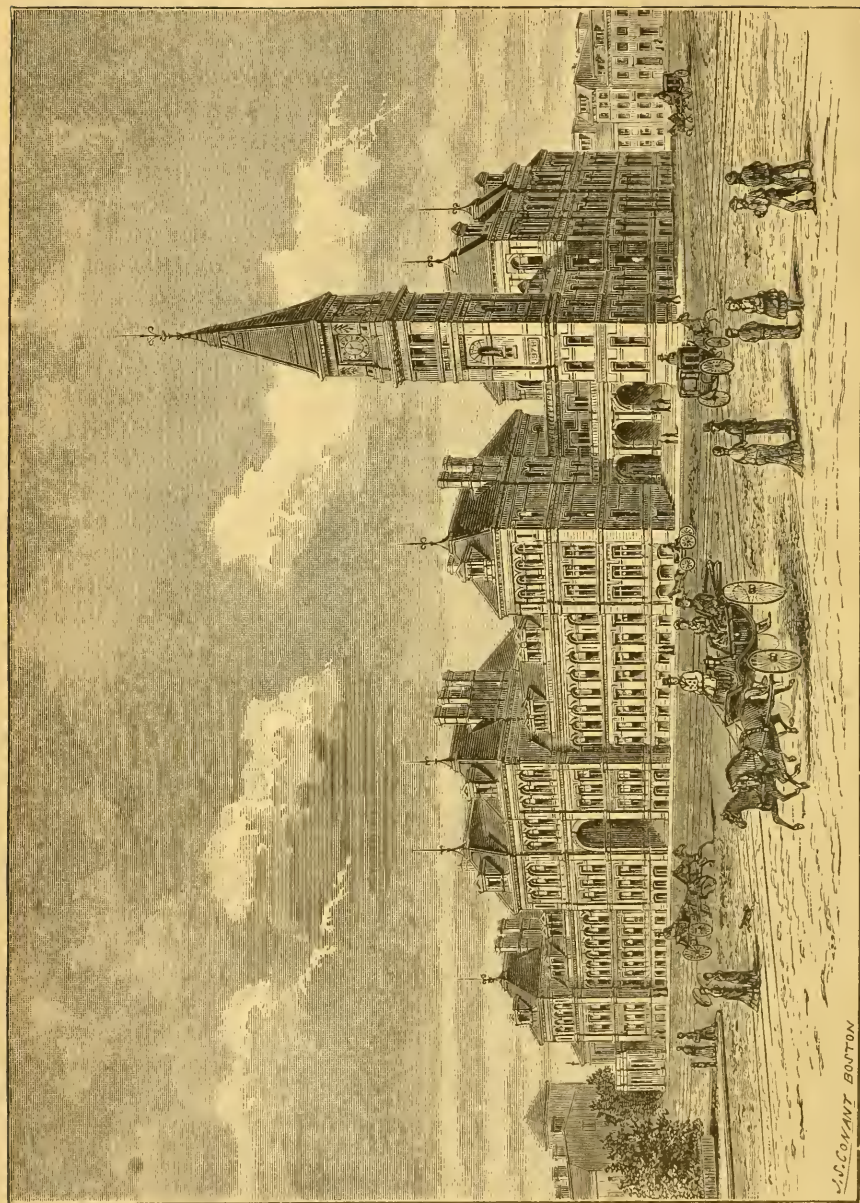
Prof. H. W. Haynes











J. S. COFFMAN BOSTON

LATIN AND ENGLISH HIGH SCHOOLS.

SCHOOL DOCUMENT NO. 25.

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1878.



BOSTON :

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.



B. B.

285, 140

Prof. H. W. Rogers

Oct. 12, 1888

IN SCHOOL COMMITTEE, Sept. 24, 1878.

Messrs. Morse, Collar, and Bowditch were appointed a Committee to prepare the Annual Report of the School Board for the year 1878.

Attest:

GEORGE A. SMITH,

Secretary.

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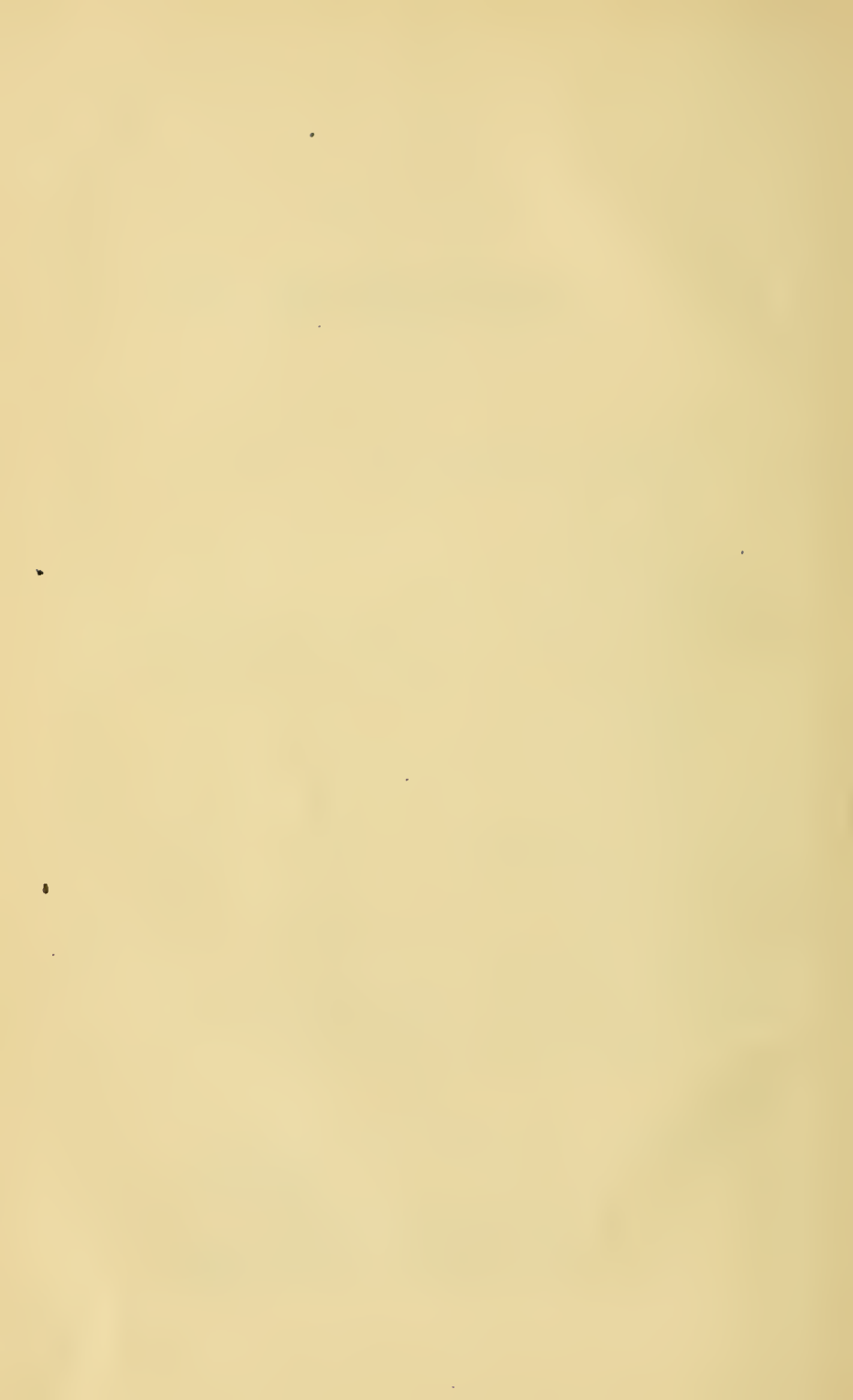
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## REPORT.

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A year is so short a period in the history of a school system dating back some two centuries, that an annual report can be expected to do little more than to indicate the gradual development of what, from its very nature, must be slow, and in many cases difficult to estimate by any well-recognized standard. The requirement of such a report, however, seems a wise provision, as a constant reminder that the system is a living organism, and that growth is a necessary condition to prevent decay. Our schools are better this year than the last, or they are not so good. This consideration would seem to justify an annual enumeration of the doings of the year, whether to remove the dead wood or to promote growth. But, though growth is essential as a constant element, its processes may be most operative and vital when least seen; and perhaps it is only by taking the salient points on which to institute comparison that we can justly estimate progress in the system. The reorganization of the School Board, and more ample means for the supervision of our schools, may be regarded as one of these points in the history of the school system. Nor should the changes introduced by the new order of things be considered necessarily as a criticism on the past. Some things are demanded



now that would have been wholly impracticable at an earlier stage. It is in this light that we should regard many of the changes in the organization of the various business and financial departments, as well as those in the departments of instruction and supervision.

Thus, some twelve years ago, a report, signed by the chairman of the Committee on Accounts, stated that there was no "systematic management of the financial affairs" of the School Department, and the Committee on Rules and Regulations presented an order, which was adopted, giving to the Committee on Accounts the direction and control of all purchases ordered by the Board which were not otherwise provided for, and authorizing the employment of an auditing clerk. This was the initiation of the system now in operation. The growth of our system of public instruction, however, has been such, caused by annexation and otherwise, that a modification of the system became necessary. This was adopted in the latter part of 1877; so that it has been practically inaugurated during the current year. These changes, it is believed, are in the interest of economy, and, as already intimated, are rendered necessary by the regular growth of the system, and greater pecuniary interests involved. It would not be strange, however, if at first, before teachers and others have become acquainted with its provisions or the new system is in working order, there should be complaints of "red tape," and some impatience manifested at the formal provisions which these greater interests have rendered necessary. Such complaints are always made under



similar circumstances, and it is only when a system is in working order and well understood, that its benefits are fully appreciated.

The changes provided by the statute of 1875 in relation to the reorganization of the School Committee have already proved themselves most salutary. Before the reorganization of the Board the elections for members of the School Committee were confined to wards.

Under that system the nominations were made in party caucuses, in the several wards of the city, and nomination by the party dominant in any one ward was equivalent to an election. There could not be, under such a system, any searching discrimination or any close inquiry into the qualifications of the nominees.

The majority of votes of but a single ward was necessary to elect a member of the Board. Now the election is by general ticket, each candidate's name being brought to the consideration of all voters throughout the entire city. The nominations are more cautiously made;—the merits of candidates being carefully weighed by sub-committees and by the same nominating conventions which nominate the mayor and aldermen. In this way the local ward feeling, heretofore too prominent in the conduct of our schools, is suppressed; no member of the Board represents a ward; but each member represents the whole city. The constituency of each member of the School Committee is coextensive with that of the mayor and aldermen, and is far greater than that of the individual members of the Common Council, each

one of whom is the representative of but a single ward.

If these considerations were better understood by the public, they would materially aid the School Committee in the discharge of their official duties, and would result in a better conception of their powers and duties by the City Council. It is said, sometimes, that the Common Council of the city is the direct and legitimate successor of the people assembled in town meeting, and that the action of the Council is the action of the people; that, by the change from the town government to the city government, the people of the city have delegated to the Council all the powers they themselves exercised in town-meetings. This may be so in most instances, but certainly is not so in the case of the management of the schools. This Board is the creation of a special law enacted by the Legislature of the State. We have certain powers and duties defined by the act, which cannot be increased or diminished by the action of the City Council. By their votes the citizens of Boston have elected us to exercise the powers in the management of the schools delegated to school committees by the Legislature; we are responsible to the citizens of this municipality, and not to the Council, for our action; we are elected by the people to represent them and to exercise their powers in school affairs, and neither branch of the City Council has supervisory powers delegated to it, directly or indirectly, by law or by usage.

"The School Committee are an *independent body*, intrusted by law with large and important powers and

duties," says the Supreme Judicial Court of this Commonwealth; and again: "The Legislature have imposed *on the (School) Committee* the duty of seeing to it that the public schools are in a condition and of a character best calculated to advance the improvement and promote the good of the pupils."

The City Council has no connection with the schools, except in the matter of voting the necessary appropriations to carry them on. But even in this particular its power is limited, — for the School Committee have entire control in fixing the salaries of teachers, and the city is bound by the contracts thus made by the School Committee. "The power to fix the compensation [of teachers] is chiefly entrusted to the Committee for the full, appropriate, and most useful discharge of their duties. This power the Legislature, for the most satisfactory and conclusive reasons, have expressly given to them." (*Bachelor vs. City of Salem*, 4 Cush., 599.) In some of the large cities of the Union the powers of the School Committee are even greater than they are here, — they exercising the right of making the tax levy for public-school purposes; and it is questionable whether it would not be wiser, and in the interest of the schools and the public, if this Board had the power to vote its own supplies, without appropriations from the City Council.

It cannot be said that the School Committee are less careful of the city's interest than any other branch of the city government. They have shown by their action, during their reorganized existence, that they recognize the necessities of the times in the way of

public economy. In the salaries of teachers, and in the incidental expenses of this most important branch of the city government, the Board have carefully, and, it is to be hoped, not unjustly, brought their needs to a minimum.

During the years 1874-5 and 1875-6 the total expenses for the public schools were \$4,096,424.19; for the years 1876-7 and 1877-8, \$3,573,056.33; showing a total saving, in the first two fiscal years of the new organization, of \$523,367.86; while the total number of pupils in the last two years exceeded the total number of the previous two years by 4,434!

#### CONSOLIDATION OF COMMITTEES.

An attempt has also been made during the last year to facilitate the work of the sub-committees by consolidating them. Music and Drawing, now recognized as two most important branches of public instruction, and for each of which there was a sub-committee, are now in charge of one committee, — on "Music and Drawing." It may be well to remark here, that the regular teachers in all the schools, having now had several years of normal instruction, and of experience in teaching these branches, are quite competent to give the necessary instruction to their pupils, and for this reason the number of special instructors in these departments has been reduced. Before long no special instructors — except, possibly, one in each department for normal lectures and for a director — will be required. An interesting paper on these subjects follows in this volume, in the

"Report of the Committee on Music and Drawing," to which the reader is referred for details.

On January 1, 1879, the Committee on Military Drill yield their duties to the Committee on High Schools. This exercise is continued in the High Schools for boys, and meets with great success, owing, no doubt, largely to the excellent instruction of Brigadier-General Hobart Moore, who makes it both efficient and interesting.

For the greater efficiency of the Board a new committee, viz., the "Committee on Supplies," has been organized, which relieves, in a material manner, the Committee on Accounts from some of its multifarious duties. The following extracts from the Rules and Regulations define the duties of this new committee:—

SECT. 45. The Committee on Supplies shall have exclusive authority in furnishing all materials used by the Board, its officers, or the public schools. They shall have exclusive power to authorize such expenditures, except it be for salaries, as may be required in teaching such branches of study as have been adopted by the Board, not exceeding the several amounts appropriated for the same.

They shall, if it be deemed expedient, annually advertise for proposals, and contract with responsible parties, to furnish the text-books necessary to carry out the provisions of the General Statutes, Chap. 38, Sects. 29 and 30, and shall see that the provisions are fully complied with.

They shall have the supervision of all printing, and furnish such as may be required by the Board, its officers, or the public schools, except such as may be otherwise provided for; and all documents and reports, unless it be otherwise ordered, shall be limited to four hundred copies.

They shall have the custody and management of all property



belonging to the city which is held by this Board, and shall authorize such expenditures as may be necessary for the care and protection of the same.

The Auditing Clerk shall attend all meetings of this committee, shall record their transactions, and render such assistance as shall be required. Annually, in the month of May, he shall submit, in detail, an account of the articles purchased and furnished to the several grades of schools, as well as of the material on hand; and annually, in the month of June, the committee shall submit the same in a report to the Board.

They shall give written authority to the Auditing Clerk to submit to the Committee on Accounts such bills as are correct and duly authorized.

#### SCHOOL SESSIONS.

The change in the regulations of the schools, by which there are two sessions for five days in the week instead of two sessions for four days and one session on Wednesday and Saturday forenoon, as formerly, has now been on trial since September 1, 1877, and has already proved so satisfactory as to meet with general approbation. A canvas of the opinion of the Grammar-School masters, made last June and reported to this Board by the Committee on Rules and Regulations, demonstrated the desirability of the change. The following is the report:—

The committee who were instructed, May 28, to take measures to ascertain and report to the Board whether the present arrangement of school sessions is better for the schools and teachers than the former, or not, and whether it is more acceptable to the parents, reported that a circular having been sent to the principals of the Grammar Schools, requesting the above information, responses were received from 46 principals, as follows: 26 report in favor of the new system in all respects; 6 in favor of the old; 7 that the

old system is better for Primary Schools; 2 that the old plan is better for the schools, and preferred by some of the teachers and parents. — (*Minutes of the School Committee 1878, page 116.*)

There were many reasons for this change. In the High Schools it was already the rule. No pupil in the other schools could be said to have a single play-day in the week during term time, under the former arrangement, — a day which was entirely free to the pupil, when no school work was to be done; — a real holiday, which could be devoted to play and pleasure. There was work for every day; on Friday the Saturday morning lesson must be learned, and on Saturday the Sabbath-school lesson must be prepared. Now Saturday is a whole play-day for the pupil. If a parent desires to take his child into the country on a day's excursion, whether on a visit, or to enjoy the country air and the country scenery, no work-day need now be taken; there is the Saturday for such recreation.

In many of our schools, also, there are children of poor parents. Several masters testified before the Committee on Rules and Regulations, — when the hearing was had on the order which was afterwards passed by the Board, — that some of the boys were kept out of school on Saturdays, and found employment with the neighboring grocer and market-man. Mothers, also, kept their daughters at home on Saturdays to teach them the culinary art, and to induct them into the mysteries of house-keeping, — an occupation quite as useful to girls as the studies pursued in the schools.

The statistics, too, show that the average attend-

ance in all the Grammar and Primary Schools was smaller on Saturdays than on other days in the week; and recent investigations prove that the attendance on Wednesday afternoon is much greater than it was on Saturday forenoon.

There is no doubt that the work of the school-room is much better performed in the symmetrical daily sessions than in the broken sessions at the end of every two days; and the masters tell us that the work on Wednesday and Saturday forenoons was not as satisfactory as on other days in the week. It is believed, too, that the present system is more conducive to the health of the pupils than the former.

It is better for the teachers as well as for the pupils. The half-day Wednesday and Saturday did not give that rest that the whole day Saturday gives. Teachers have not so much fresh force on Monday morning when they teach on Saturday, as they have with closed school-rooms from Friday afternoon to Monday morning. Under the former arrangement there was no whole day, during term time, on which they could transact whatever business they might have.

Another and most important consideration must not be overlooked. To maintain our schools up to the highest standard we should have constant normal instruction for teachers. Such instruction is contemplated in the Regulations of the Normal School, viz.: —

“SECT. 299. Such instruction shall be given in the Normal School, to teachers in the employ of the city, as the Board may from time to time direct.”



And such instruction ought to be given. But when could teachers in daily attendance in school devote the time to listening to such instruction, even if required? Could such teachers come to the lecture with any degree of freshness after the morning had been devoted to their duties in the school-room? 'Certainly not. Now there is a day for such instruction, attendance on which should be required of all teachers who show weakness in any department. The Director of Music, at the hearing heretofore referred to, was especially desirous for a fresh morning to give normal instruction in his department to the teachers in the city's service.

The testimony, too, of highly esteemed authorities in educational matters, and the example of *all* the large cities in the Union, are unanimously for five day sessions. That others approve of our change is evidenced by the fact that many of our neighboring cities and towns are following our example.

One more consideration should not be overlooked. There is a large and growing number of Jewish children in our community, whose Sabbath is Saturday, and whose religious faith is to keep the seventh day holy and do no secular work. Should we not respect their consciences? We make a holiday of Christmas and Good Friday to accommodate one religious sect; is it not right, when there are so many other considerations, that in this matter we should respect the observances of this class of our fellow-citizens?

## SALARIES OF TEACHERS.

During the past year very important changes have been made in the Rules and Regulations affecting the salaries of teachers. These changes contemplate a regular graduated scale, beginning at a smaller minimum than heretofore, and rising by an increase of twelve dollars, or by a multiple of twelve, through a series of years, until the full salary is reached. In this way, it was hoped — since it seemed, by the necessity of the times, that some saving must be made in the salary of the teachers — that those who had been long in the service of the city should be affected as little as possible by the change, while the new and inexperienced must serve a reasonably long apprenticeship before attaining the highest salary in their grades.

A table is herewith presented, showing the salaries of teachers for the years 1876, 1877, and 1878.

**FIRST GRADE.***Male Instructors in High Schools.*

	HEAD-MASTERS.			MASTERS.		SUB-MASTERS.		USHERS.		JUN'R MAS- TERS.
	1876-7	1877-8	1878-9	1876-7	1877-8	1876-7	1877-8	1876-7	1877-8	1878-9
First year . .	\$3,500	\$3,300	\$3,780	\$2,800	\$2,700	\$2,200	\$2,100	\$1,700	\$1,500	\$1,440
Second " . .	4,000	3,780	. . .	3,200	3,000	2,600	2,400	2,000	1,800	1,584
Third " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1,728
Fourth " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1,872
Fifth " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2,016
Sixth " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2,160
Seventh " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2,304
Eighth " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2,448
Ninth " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2,592
Tenth " . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2,736
Master . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2,880

The positions of usher and sub-masters were abolished Sept., 1878.

**SECOND GRADE.***Male Instructors in Grammar Schools.*

	MASTERS.			SUB-MASTERS.			SECOND SUB-MASTERS. <sup>1</sup>		
	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9
First year .	\$2,800	\$2,700	\$2,580	\$2,200	\$2,100	\$1,980	\$1,700	\$1,500	\$1,500
Second " .	3,200	3,000	2,640	2,600	2,400	2,040	2,000	1,800	1,560
Third " .	. . . .	. . . .	2,700	. . . .	. . . .	2,100	. . . .	. . . .	1,620
Fourth " .	. . . .	. . . .	2,760	. . . .	. . . .	2,160	. . . .	. . . .	1,680
Fifth " .	. . . .	. . . .	2,820	. . . .	. . . .	2,220	. . . .	. . . .	1,740
Sixth " .	. . . .	. . . .	2,880	. . . .	. . . .	2,280	. . . .	. . . .	1,800

<sup>1</sup> Formerly Ushers.

**THIRD GRADE.***Female Instructors in High Schools.*

	FIRST ASSISTANT.			SECOND Ass't.			THIRD ASSISTANT.			FOURTH Ass't.		
	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9
First year	\$1,800	\$1,620	\$1,440	\$1,500	\$1,380	\$1,200	\$1,200	\$1,140	\$960	\$1,000	\$900	\$768
Second "	. . .	. . .	1,476	. . .	. . .	1,236	. . .	. . .	996	. . .	. . .	804
Third "	. . .	. . .	1,512	. . .	. . .	1,272	. . .	. . .	1,032	. . .	. . .	840
Fourth "	. . .	. . .	1,548	. . .	. . .	1,308	. . .	. . .	1,068	. . .	. . .	876
Fifth "	. . .	. . .	1,584	. . .	. . .	1,344	. . .	. . .	1,104	. . .	. . .	912
Sixth "	. . .	. . .	1,620	. . .	. . .	1,380	. . .	. . .	1,140	. . .	. . .	948

Assistant Principals. — 1876-7 . . . . . \$2,000  
 1877-8 . . . . . 1,800  
 1878-9 . . . . . 1,800

**FOURTH AND FIFTH GRADES.***Female Instructors in Primary and Grammar Schools.*

	FIRST ASSISTANT.			SECOND ASSISTANT.			THIRD AND FOURTH ASSISTANTS.		
	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9	1876-7	1877-8	1878-9
First year .	\$1,200	\$1,140	\$900	\$850	\$792	\$756	\$600	\$540	\$504
Second " .	. . .	. . .	936	. . .	. . .	768	. . .	660	552
Third " .	. . .	. . .	972	. . .	. . .	780	. . .	750	600
Fourth " .	. . .	. . .	1,008	. . .	. . .	792	. . .	. . .	648
Fifth " .	. . .	. . .	1,044	. . .	. . .	804	. . .	. . .	696
Sixth " .	. . .	. . .	1,080	. . .	. . .	816	. . .	. . .	744

By this table it will be seen that a reduction of salaries of instructors was made in 1877 and again in 1878; and while a large total saving was thus made to the city in these two years, nevertheless, the average reduction was only about seven per cent. from the highest salary in any one grade paid during the

most prosperous times since the late civil war;— which reduction could therefore work no hardship to the teachers, especially when we consider that the purchasing value of the dollar is much greater to-day than it was a few years ago. It is hoped, however, that no further reduction in salaries will be necessary hereafter.

Of course these changes are not universally satisfactory; but no system or scheme of salaries will probably ever be contrived which will satisfy, or be exactly just to everybody, and the School Committee will be confronted frequently with new schemes to enhance the salary of this one or that one, as has been the case heretofore,— each petitioner having some plausible ground to support his claim.

This frequent solicitation of individual teachers for an increase of salary, and the many orders referring these petitions to the Committee on Salaries, while it burdens that committee with much unnecessary labor, and consumes much of the time of this Board, is also to be regretted, as it does not seem to indicate the proper spirit, to see so many of our teachers seeking personal gain by the straining of points to make out “special cases.” As many as seventeen orders of this character have been offered in a single meeting of the Board, and have been examined by the Committee on Salaries at one session of that committee, with hearings given to parties interested.

Let us hope that the provisions made for the salaries of teachers are satisfactory to those who desire to remain in the city’s service; and let it be understood that the practice of petitioning for increased pay is

an evil, and it will soon come into desuetude. Our teachers are not overpaid, but they are well paid, — probably much better paid than many other classes of persons in this community.

#### NEW PROGRAMME.

As we have already said, changes in the course of instruction and supervision should not be regarded as a criticism on the past, nor condemned if beneficial results are not immediately apparent. Healthful growth is necessarily slow. Changes suggested by experience, judiciously made, and tending, however gradually, to better results, should always be welcomed.

In the department of instruction the time seemed to have arrived for a re-adjustment of the programme of our Primary and Grammar Schools. New studies had been introduced and specific requirements made, from time to time, in answer to demands which seemed imperative, till the course was justly criticised as being too crowded.

Something was necessary to relieve both teacher and pupil. Fortunately, however, the progress made in educational methods, and the eradication of much which had proved of little value, but which still held a place in our programme, made it possible to retain all our studies, and, at the same time, render the labors of an intelligent teacher less onerous. Formal grammar, for instance, had, for a long time, been a requirement in every class in our Grammar Schools, while its results in teaching children "to speak and write correctly" were entirely unsatisfactory. By the new programme, adopted during the past year,



three of the classes are relieved of the task of studying formal grammar, and the time gained is devoted to the more practical work of expressing thought by means of language, both orally and in written exercises.

It is here that the economy of the new programme — by means of which we are enabled to retain whatever was essential in the old — is apparent. An exercise in geography, history, physiology, or physics, is not merely an exercise in one of these branches; but, by being made a study of ideas rather than mere words, it furnishes just the material wanted for a language lesson. Thus, while the programme assigns a specified time to each of these studies, the intelligent teacher economizes time by making a single recitation answer the demands of several. The knowledge, for instance, required for a recitation in history is rendered more accurate and clear, and fixed more firmly in the mind, by the very act of stating it; while the written expression involves a constant exercise of grammatical principles, orthography, the use of capitals, and punctuation, — of everything, in fact, that will be of practical value to the pupil in the business of life.

The above is not intended as a dissertation on the method of teaching, but to show that more may be accomplished by improved methods in teaching, while much of the drudgery of teaching and learning is removed. Upon a careful comparison of the new programme for the Primary and Grammar Schools with that which it displaces, this seems to us to be its leading characteristic: — that while all the subjects of

the former have been retained, they are so presented in the programme and accompanying suggestions that each becomes an auxiliary to almost every other.

We have said that time must be given to show satisfactory results in a system essentially modified. The greater freedom given to teachers may at first, indeed, seem to add to their burdens. Instead of blindly following a text-book, they are now expected to use it only as an aid. Is it said that our teachers cannot be safely trusted with so much freedom? If so, it can hardly be considered as complimentary to the profession. But if, in some instances, it should prove true, will not this greater freedom and responsibility incite teachers to renewed exertions; or, failing in that, show more plainly the necessity of a change?

The supply, also, of a large amount of supplementary reading in the Primary Schools, in accordance with the recommendations of the Board of Supervisors, seems to have given a new impulse to the reading. Instead of poring over a few selections that have lost all their freshness by being heard many times before pupils are called upon to read them, — as is the case when there is more than one class in a room, — they have now new reading matter adapted to their capacity every day; and the greater interest which, we are assured by teachers, pupils take in the reading, cannot fail to produce excellent results. In the Grammar Schools, too, the supplementary reading, while it affords an excellent opportunity to accustom pupils to read at sight, is cultivating a taste for good books, and aiding much in the study of literature, which has assumed so important a place in our High



Schools. It may be stated, also, that most of the supplementary reading is of a kind to give more interest to the regular studies of the course. Thus, Higginson's History of the United States, and the brief biographies, happily supplement the regular textbooks in history, while Hooker's Child's Book of Nature renders essential aid to the regular exercises in physiology and the elements of natural history.

#### THE METRIC SYSTEM.

The course of study adopted by the Board at the close of the last school year provides for practical instruction in the use of the metric system of weights and measures in the Grammar and Primary Schools. This innovation demands a few words of explanation.

The incalculable advantages to be derived from the general adoption of an international system of weights and measures and the progress made in other countries towards this end, as well as the immense saving of time and labor which will result from the use of a decimal system of expressing quantitative relations, have been ably set forth in the report of our late superintendent, Mr. John D. Philbrick,<sup>1</sup> and need not be referred to here. It is, however, desirable to call attention to the responsibility in connection with this great reform, which rests upon all those to whom the educational interests of the community are entrusted.

In other countries which are now enjoying the benefits of the metric system the change has been

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<sup>1</sup> See Annual Report of School Committee, 1877, p. 47.

brought about by a more or less despotic act of the government. An edict has gone forth that, after a certain date, no weights and measures other than those of the metric system shall be lawful, and the people have been required to accommodate themselves to the new order of things, — a process which does not seem to have been attended with so much difficulty as might have been anticipated. In this country of free institutions, however, such an assumption of authority by Congress would not be likely to lead to the desired result unless based upon a distinct demand of the people. It is for the people to decide how soon they shall be permitted to enjoy the advantages of this international, labor-saving system; and, that the decision may be prompt and intelligent, it is important that they should be educated fully to realize the great boon to be conferred upon the nation by exchanging the chaotic complications of our present weights and measures, for the simplicity, uniformity, and precision of the metric system.

The duty of school committees in providing this sort of popular education seems clear. The most natural course is evidently to take advantage of the quick observation of the young child, and — recognizing the fact that ideas of quantity, both absolute and relative, are very elementary — to place before him the metric weights and measures in bodily form. He may then be taught to measure all objects by the meter and to weigh them by the gram. The simple relation between the units of length, volume, and weight may be explained to him, and the metric apparatus used to illustrate the problems of arithmetic.

A practical familiarity with the new weights and measures will thus be imparted, the child being taught to know the meter and the gram as independent quantities, and not through their relation to the foot and the pound.

Actuated by these ideas, the School Committee has provided instruction in the use of the metric system, beginning with the second year of school life. Apparatus for teaching has been distributed to the Grammar Schools, and the Primary Schools will soon be similarly supplied.

By a steady persistence in this scheme of instruction it is hoped that in ten or fifteen years a large body of young people will have gone out from our schools trained in the use of the metric system, and appreciating in the most practical way its immense advantages. If School Committees throughout the country provide instruction similar to that above described, the time will then have come for Congress to take the next step in advance of the act of 1866, and to compel as well as to authorize the use of the Metric System.

#### HIGH SCHOOLS.

The marked feature of the programme under which the several High Schools are now working is the prominence given to the study of English Literature. It is not to be supposed, or desired, that pupils who graduate from our High Schools will continue the study of algebra, geometry, chemistry, or Latin, unless they enter upon some calling making special requirements for its use. The knowledge of princi-

ples they have acquired, and the discipline secured, is all we expect. Henceforth they are to add to their stock of knowledge, to a great extent, by the use of the Public Library; and it is of the greatest importance that they should get some well-defined ideas in the High Schools as to what, and how, to read. The only way to prevent the young from contamination by bad books is to teach them to appreciate good books. It is gratifying to be able to state that this new feature in the High-School programme has received the hearty approval of the teachers; and that nothing in the High-School course seems to be more highly appreciated by the pupils. It is but simple justice to these schools to say that, while a new interest has been excited in this department, it has not been at the expense of the other High-School studies.

The uniform course of study in the several High Schools of the city has now been in operation long enough to show beneficial results, and is tending unmistakably to a more perfect system of secondary instruction in the near future.

During the past year, rapid progress has been made on the new buildings for the Public Latin and English High Schools for boys, and accompanying this report is a sketch of one of the buildings. It is expected that the structure will be ready for occupancy at the beginning of the school year 1880, and then a long-felt want will be supplied.

In this connection it may be well to suggest a thought of great importance to our system of High Schools. There are now in this city seven High Schools, exclusive of the two Latin Schools. With

the exception of the Girls' and the English High Schools, the others came under the jurisdiction of this Board by the annexation of Roxbury, Dorchester, Charlestown, West Roxbury, and Brighton. This year a Branch High School has been established in East Boston, under the joint direction of the headmasters of the Girls' and English High Schools. Now that the new High-School building is nearing completion it may be well to consider whether its location is not sufficiently central to accommodate the pupils of the Roxbury High School. And it may be worth considering, also, whether or not the efficiency of our High Schools, and the true interests of economy, would not be better served if the Dorchester, Charlestown, West Roxbury, and Brighton High Schools were changed from independent to branch schools. District lines might then be established, and pupils be required to attend the district branch the first two years of their course, and then, entering the Girls' and English High Schools, complete their course. Would not a very large expenditure be annually saved which the separate maintenance of these expensive establishments now necessitates? In some of these schools the number of third-year's pupils, or graduating class, is as small as thirteen; and the whole number of pupils in one school is only fifty-six; while, in some cases, special instructors must be employed to teach classes of two or three pupils. Does not this impose an unnecessary burden upon the city? Would it not be far better for all the pupils in the third and fourth year's courses if they could all attend one school, equipped with the most



approved apparatus and with the best instructors, which their greater number would warrant?

#### PUBLIC LATIN SCHOOL.

It is well known that several years ago very important changes were made in the Latin School, — changes affecting both its organization and the duration and character of its course of study. It was anticipated that time would be required to adjust the new scheme in all its details, and that during the period of transition there might be a seeming loss in the efficiency of the school. But a season of severer trial than was feared by those most interested, and most anxious for the welfare of the school, was to come. The long illness and death of the head-master, Dr. Gardner, followed, who for more than forty years had devoted all the energies of a strong mind and a resolute will to a task which he loved. Within two years his successor, Mr. Gay, a sound scholar and an able instructor, was also removed by death.

It would have been strange if, in this period of change, uncertainty, and affliction, the school had not suffered some decline. But we are glad to say that there is most gratifying evidence of marked improvement. The care, thoroughness, and breadth of the instruction, the kindly relations between pupils and teachers, — always a matter of prime importance, — and above all the fresh life and high purpose that animates the school, should be known by the public, as they are known by the committee in charge and by this Board. Under the prudent and skilful management of the present head-master, aided by his corps of able

and efficient assistants, the school merits, and, we believe, will continue to enjoy, the confidence of our citizens.

#### GIRLS' LATIN SCHOOL.

A short time before the last Annual Report of the School Committee was presented to the Board, an order had been passed for the establishment of a Latin School for girls.

It had been shown in the public hearings, held by the High School Committee, that, while Boston offered the amplest facilities to boys for preparation for college, and was justly proud of her Public Latin School, girls were practically denied the opportunity to obtain, in the public schools, the classical training that is demanded by colleges open to women. It was no discredit to the Girls' High School that Vassar declared the candidates from that school insufficiently prepared. The course of study authorized by the School Board did not contemplate, and did not permit, a thorough and complete preparation for college.

A discrimination against one sex, so manifestly unjust, the Board unanimously resolved to remove, by establishing a school that should afford to girls advantages equal to those so long enjoyed by the boys of this city.

But there were grave doubts whether the demand for such training for girls was sufficiently urgent to justify the erection of a separate school. Such doubts can no longer exist. The school has been organized less than a year, but already it numbers seventy-eight

pupils, and it is probable that the entrance examination in June next will raise the number to more than one hundred.

A course of study, embracing six years, has been prepared, and will soon be submitted to the Board. It calls for diligent and faithful effort on the part of pupils; but the committee in charge, and the principal of the school, have earnestly endeavored to eliminate everything superfluous, and to restrict and arrange the necessary work in such a way that parents need not fear that their daughters will be overtaxed.

#### NORMAL SCHOOL.

During the past two years certain changes have been made in the Regulations of the Normal School, by which the requirements for admission have been materially raised.

The following extract from the Regulations embodies the changes referred to:—

SECT. 292. Candidates for admission must be at least eighteen years old, and must be recommended by the master or committee of the last school they attended. No candidate who is less than eighteen years of age shall be admitted to this school, except by special vote of the committee in charge. Those who have completed the fourth year in the Girls' High School will be admitted without examination. Other candidates must be examined in the ordinary High-School studies by the Board of Supervisors, under the direction of the Committee on Examinations, and must present evidence of good character. All pupils will be put on probation, and as soon as they prove unsuitable for this school shall be discharged by the committee on the school; the probation to cease at the end of the half year. No pupil who has attended the school for more than a half year shall return a second year without special permission from the committee in charge.



There is no doubt that this change was as desirable as it was wise. If a Normal School is maintained at all by the city it should be of the first class, and its requirements and efficiency should lead any similar institution in the State. But it is really a serious question whether the City of Boston is justified in continuing this school. There are several excellent Normal Schools in this State, and Boston contributes, by way of taxes, more than forty-one per cent. of the cost of their maintenance. Why, then, it may be asked, should we not send our daughters, who desire to become teachers, to one of these schools? Besides, the Boston Normal School is conducted solely to fit females for teachers. Why is this discrimination made, and why should not our young men have an even chance? It may be asked, also, whether it is right for us to maintain a professional school to give technical education of one kind to girls and not to give technical education of another kind, if asked for, to boys. Have we not as much right to give free instruction in law and medicine as in pedagogy?

The Normal School undoubtedly accomplishes some good; but it makes too many teachers. There are too many Normal graduates, some of whom, while acquiring a proficiency to earn their diplomas, yet have no aptitude for teaching, and only enter the teacher's profession for the sake of earning a livelihood. It is well understood by the members of this Board that our Grammar-School masters hesitate to fill places in their schools with young women just graduated from the Normal School, but much prefer — and rightly,

too — teachers who have had experience in teaching elsewhere, and have given positive evidence of fitness for their calling. If this institution were devoted more generally to giving required instruction to the teachers *in the service*, it would fill a valuable place in our educational system.

The fact that teachers begin service at an early age justifies their desire and the necessity for further study; and the city would be warranted in furnishing them such instruction freely.

Normal lectures are now being given to teachers at the Institute of Technology, by the Boston Natural History Society; and funds have been provided, by a few liberal-minded women of Boston, partially to defray the expenses; and, although a fee is charged for admission to these lectures, large numbers of our teachers crowd the lecture-room. It is quite certain, if required courses of instruction were established at the Normal School for our teachers, they would result in great improvement to teachers and schools.

It is believed, however, if greater permanence was assured by electing teachers for five years instead of one, still better and more experienced teachers would seek for positions in our schools.

#### EVENING SCHOOLS.

There is no one department of our schools calling for more immediate attention than our Evening schools.

In the first place these schools need a more thorough system, both as to admission and attendance. There is now absolutely no requirement for admission, and

any one who applies finds open doors. It seems desirable that there should be some requirement as to admission, and some pledge that the pupil admitted will be regular in attendance; some way should be devised to make attendance compulsory, and absentees should receive the earnest attention of truant officers.

In the matter of instruction the greatest care should be exercised in the selection of teachers. In these schools—established for the instruction of those who in their youth had no opportunities for being taught—only the best teachers should be employed, and none who have failed of success in the day schools should find places here. Another improvement might be made, in a more general classification in these schools and in the limitation of the subjects taught. This latter suggestion applies more especially to the Evening High School, where it is believed the ancient and modern languages and elocution might be eliminated from the programme of studies with benefit to the school. A stricter discipline and better order in going to and from the schools should be required by teachers of the pupils. These schools are filling a very important place in our educational system, and an encouragement of them in the right direction will be of lasting benefit to many who “thirst for knowledge,” and to the city which desires its inhabitants to be intelligent men and women.

#### SUPERVISORS.

Of the value of the Supervisors the reader can

get some idea by reading their Annual Report, appended hereto. No one except the members of this Board, however, can form any adequate or just estimate of the important and excellent work done by them, both as a Board and as individuals. They have already become a necessity to the present organization of the School Committee; and they will become more and more useful as time progresses and their functions are better understood by the public. Take the matter alone of the selection of teachers. There are from seventy-five to one hundred new teachers appointed, each year. In the last report of the late superintendent, Hon. John D. Philbrick, he states that, fifteen years ago, he called attention to the matter of examining teachers, saying, "So far as my knowledge extends, no other city has a system of examining teachers so objectionable as our own." "If incompetent teachers have not been appointed," he adds, "it is not because the door has not been left open for them to enter." And in the Annual Report of the School Committee for 1875, it was stated, and not too strongly, that "the appointment of teachers heretofore, without careful consideration of their qualifications, was an evil which had begun to show its disastrous effects by unmistakable signs." How, indeed, could it be otherwise? Under the preceding organization of the School Committee, examinations of candidates were had by the local committees where the vacancy to be filled existed. How many of the very best men in a body of over one hundred were qualified to be examiners of teachers or schools? This is technical work, and must be

done—if done properly—by experts, whose sole business and study should be the subject of education. This is done now by the Board of Supervisors. In this way, by such examinations as the Supervisors make, always under the direction and oversight of the School Committee through their Committee on Examinations,—whether of the graduates of the Normal School, or of other applicants for certificates of qualification,—a process is slowly going on which must gradually increase the character and standing of the schools. It may even now be said with confidence, that the examinations, as conducted by the Board of Supervisors, give unmistakable evidence of beneficial results. No fears need be had that unqualified teachers will hereafter creep into the service.

A large number of persons of liberal culture and successful experience has already been added to our corps of teachers during the last three years, and the “door,” which, in the words of Mr. Philbrick, had been “left open for incompetent teachers to enter,” has now been effectually closed. For this work alone, the Supervisors are indispensable.

It has been said that the Board of Supervisors are a very expensive appendage to the School Department; this remark is made, however, only by those who are not acquainted with the character, quality, and quantity of their work.

If the City of Boston wishes to retain her educational ascendancy she must expect to pay for it; she must maintain the best schools, the best teachers, the best apparatus, the best system of supervision and examination; and these cannot be obtained cheaply.



Her citizens have ever been liberal, and willingly so, to do for posterity what their ancestors did for them. If the cry of extravagance is raised against the cost of the schools, let him who raises it point to the penny wasted by the School Committee.

#### INDUSTRIAL EDUCATION.

Complaint is often made that much of the education received by the children in our schools is not practical, inasmuch as it does not prepare them for the duties of life; but by the introduction of sewing into the girls' schools an important step has been taken, which most will allow is in the right direction. Every girl who passes through our schools now receives three years' instruction in various kinds of needle-work, and is made capable of being an expert seamstress.

The public schools are open to all classes, and the necessity for charity or mission schools for instruction in this branch no longer exists; this releases a large charitable influence to be expended in other directions.

The benefits resulting from such instruction are too evident to need enumerating; they are seen in the improved appearance of the children's clothing in school, and are felt and appreciated in thousands of homes.

Some will say that the time for this purpose should not be taken from the books, and that sewing should more properly be taught at home; but it can be demonstrated that this practical education does not, in

the least, detract from advancement in the other branches. The girls are subjected to the same examination as the boys, and are not found inferior in their attainments. Again, many parents would give but indifferent instruction, and many more would be unable to give any; therefore the children must be taught in school, if properly taught at all.

It is the endeavor of the city to furnish to the girls as good an education as to the boys. Every grade of school is open to them; but it is questionable whether the true object of education — the happiness and usefulness of the educated — is attained by adopting the same course of studies for both sexes. A large proportion of the girls are to use the education gained in our schools as a means of livelihood; and how few occupations are open to them! Our course of study, so far as it is professional, prepares them especially for teachers; and, as the supply far exceeds the demand, only those peculiarly suited to the calling are able to obtain situations; disappointment and uncongenial pursuits await the larger number.

When we take into consideration the personal sacrifices — comforts denied and debts incurred — by parents and orphan girls, that the whole course of study may be completed, with the hope of an independent position at the conclusion of the struggle, and the disappointment and its effects that await so many, we may well ask if an improvement cannot be made in our system of education for girls.

· Appended is the report on sewing: —



## REPORT OF SEWING.—1877-1878.

SCHOOLS.	Under- garments.	Aprons.	Bags.	Bed Linen.	Button- holes.	Children's Clothing.	Curtains and Towels.	Dolls' Articles.	Dresses and Sacques.	Handker- chiefs.	Miscella- neous and Repairing.	Ruffles and Sewing by the yard.	Table Linen.	TOTAL.
Adams . . . . .	29	24	12	18	50	6	34	20	. . . .	75	47	. . . .	5	320
Allston . . . . .	47	96	54	62	351	10	28	22	. . . .	77	5	2	10	764
Andrew . . . . .	61	157	18	62	96	9	47	. . . .	1	127	80	9	28	695
Bennett . . . . .	89	107	28	66	335	18	16	9	. . . .	33	5	23	26	755
Bowditch . . . . .	484	478	157	116	1,027	. . . .	111	. . . .	3	307	304	33	29	3,049
Bowdoin . . . . .	156	107	83	74	28	48	75	187	. . . .	75	280	258	61	1,432
Bunker Hill . . . . .	178	422	. . . .	114	28	43	137	. . . .	4	309	509	408	65	2,217
Chapman . . . . .	138	102	54	113	69	25	83	33	. . . .	134	79	114	58	1,002
Charles Sumner . . . . .	111	87	72	92	200	14	21	12	18	39	172	31	24	893
Comins . . . . .	103	142	13	105	111	20	144	. . . .	8	450	67	150	49	1,362
Dearborn . . . . .	325	217	95	113	130	15	114	27	14	225	87	235	12	1,609
Dorchester-Everett . . . . .	117	89	82	44	411	9	35	. . . .	11	49	119	34	20	1,020
Dudley . . . . .	172	100	42	121	127	14	91	. . . .	6	64	25	26	95	883
Emerson . . . . .	222	195	163	104	80	38	98	. . . .	1	310	325	189	78	1,803
Everett . . . . .	530	322	143	607	1,290	13	223	. . . .	12	363	423	148	223	4,297
Franklin . . . . .	372	410	253	238	863	27	214	275	12	308	258	330 <sup>3</sup>	114	3,675 <sup>3</sup>
Frothingham . . . . .	271	253	208	105	27	54	103	40	. . . .	493	151	35	56	1,776
Gaston . . . . .	282	282	8	202	525	17	93	68	2	337	246	107	58	2,227

Gibson . . . . .	175	60	50	53	89	26	62	16	10	90	136	20	64	851
Hancock . . . . .	229	665	170	119	120	32	62	12	27	. . .	38	24	30	1,528
Harris . . . . .	82	70	53	62	209	10	29	. . .	. . .	27	117	17	10	746
Harvard . . . . .	262	337	80	226	279	87	299	92	. . .	442	188	844	46	3,277
Hillside . . . . .	148	144	27	113	63	96	113	34	2	137	54	29 $\frac{1}{2}$	61	1,021 $\frac{1}{2}$
Horace Mann . . . . .	41	29	48	4	176	. . .	1	. . .	1	8	100	52	34	494
Lewis . . . . .	336	282	78	314	770	46	516	. . .	14	300	123	646	204	3,689
Lowell . . . . .	330	306	181	186	479	49	294	25	26	261	993	53	86	3,269
Lyman . . . . .	63	189	20	86	58	8	66	. . .	. . .	78	133	86	107	898
Mather . . . . .	135	125	73	56	522	9	14	. . .	15	41	115	12	12	1,129
Minot . . . . .	79	80	66	57	194	3	21	. . .	8	32	50	23	5	618
Mt. Vernon . . . . .	95	36	35	48	170	22	19	15	8	26	105	22	16	617
Norcross . . . . .	643	786	476	162	. . .	91	255	. . .	7	991	303	943	. . .	4,687
Prescott . . . . .	243	285	26	132	62	29	151	20	. . .	251	228	283	117	1,827
Sherwin . . . . .	301	295	22	138	. . .	10	186	. . .	26	287	22	20	61	1,368
Shurtleff . . . . .	820	790	3	687	1,550	. . .	790	. . .	3	82	495	. . .	223	5,443
Stoughton . . . . .	147	86	40	108	65	30	56	30	. . .	95	149	20	60	886
Tilston . . . . .	67	40	25	54	75	15	21	20	2	60	51	20	10	460
Warren . . . . .	203	305	19	164	68	28	292	. . .	5	252	122	703 $\frac{1}{2}$	45	2,116 $\frac{1}{2}$
Wells . . . . .	314	359	140	138	70	21	87	22	10	187	211	. . .	89	1,648
Winthrop . . . . .	488	705	279	239	590	56	164	. . .	15	24	118	19	99	2,796
Totals . . . . .	9,078	9,564	3,396	5,502	11,417	1,048	5,075	984	271	7,446	7,028	5,969 $\frac{1}{2}$	2,370	69,148 $\frac{1}{2}$

The question of some other form of industrial education has received attention during the past year. On May 28th, last, an order was offered "that a sum not exceeding one thousand dollars be appropriated for the support of a class in industrial training during the next school year," and probably the next Annual Report will record the result of the experiment thus to be inaugurated. The question of teaching trades in our schools is one of vital importance. New England once had a monopoly of the manufacturing interests of the United States, and her fabrics found ready markets in the remotest portions of the Union. To-day the people of the sunny South weave into cloths the product of their soil, and throughout the far West is heard the hum of countless factories. If New England would maintain her place as the great industrial centre of the country, she must become to the United States what France is to the rest of Europe,—the first in taste, the first in design, the first in skilled workmanship. She must accustom her children from early youth to the use of tools, and give them a thorough training in the mechanic arts.

#### CONCLUSION.

In conclusion, we can safely say, that much and excellent work has been done for the schools by this Board, its officers, the supervisors, and the teachers; and the trusts imposed upon all connected with them have been guarded with fidelity. Our schools are, on the whole, in a very flourishing condition, and

the high standard of excellence of their past history is fully maintained in the present, and, let us hope, assured for the future.

Respectfully submitted,

GODFREY MORSE, *Chairman.*

WILLIAM C. COLLAR.

HENRY P. BOWDITCH.

Boston, December 24, 1878.



ANNUAL SCHOOL FESTIVAL.

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1878.





## ANNUAL SCHOOL FESTIVAL, 1878.

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The Annual School Festival, in honor of the graduates of the public schools, was held in Music Hall, on the afternoon of Saturday, June 29, under the direction of a committee of the School Board, appointed for the purpose, consisting of Messrs. Charles L. Flint, Warren P. Adams, John G. Blake, Warren Fletcher, and F. Lyman Winship.

Invitations were extended, as usual, to the City Council, the heads of departments, the School Committee, and the teachers of the public schools.

Only those who have recently completed their course in the Grammar Schools were the participants, although tickets of admission to the hall were given to the diploma scholars of the High Schools. There were the usual elaborate and elegant floral decorations, and a charming scene was presented at the opening hour. In front of the organ and balconies were festoons, and from the chandeliers were pendant floral baskets and handsome bouquets. The platform was massed with flowers and exotic plants.

At three o'clock the hall was crowded, and the exercises were begun with music by the Germanias. Prayer was offered by Rev. William B. Wright, and Mr. Charles L. Flint, Chairman of the Committee of Arrangements, spoke as follows:—

#### ADDRESS OF MR. FLINT.

It becomes my pleasing duty to welcome you, diploma scholars, to this joyous festival, and to congratulate you upon the completion of your studies in the Grammar Schools. To you it is a day of peculiar interest. It marks an era in your young lives, and as such it is an occasion long to be remembered. The simple fact of your presence here is sufficient evidence that you have been faithful to duty, and have honorably earned the laurels you have come up here to receive.

The ancient Greeks were accustomed to crown the victors in athletic games with garlands of flowers, and we can well imagine the feelings of exultant pride and glowing satisfaction with which those charming marks of distinction were received, in the midst of the shouting and enthusiastic applause of the friends and countrymen of the youthful conquerors. But your conquests are grander and nobler than theirs, and it is your great good fortune to come upon the stage at a time when the triumphs of mind are esteemed as of higher importance and greater significance than the victories of mere physical force.

I heard a prominent gentleman remark, a few months ago, and only a short time before his death, that if there was one thing more than another in

which he especially rejoiced, it was that he had been permitted to live through the last half-century, marked as it has been with the grandest and most magnificent triumphs of modern civilization, rather than at any former period of the world's history. He had lived a life of constant surprises, — one wonderful invention following another in quick succession, as the result of the rapid progress of the modern sciences.

There was a time, not many generations ago, or previous to and in the Middle Ages, when the bounds of human knowledge were limited; when it was possible for a great and studious mind to grasp and hold all, or nearly all, there was to be known in every department of human thought; and even as late as the days of the great Lord Bacon — only two hundred and fifty years ago — it was possible for one man to know all that was capable of being known, or certainly all that was worth knowing, at that time. The modern sciences were then unborn, or in their infancy, and had made but the first feeble steps of progress.

Could Lord Bacon revisit the earth now, the period of time on which your lot has been cast, he would probably be amazed to find that his prophecies of the advancement of learning have been fulfilled far beyond his human anticipations. The bounds of knowledge broaden and widen out with the growth of our capacities. We may rise ever so high on the ladder of learning, yet still vaster and more magnificent prospects stretch out before us, and, so far from reaching the end, we are apparently farther from it

than we were a thousand years ago, and we shall be no nearer a thousand years hence than we are now.

The number of modern sciences has greatly multiplied even within the last fifty years, within the memory of many of us, and new sciences have grown up to a high degree of perfection, leading to new inventions and new discoveries, to advance the standard of civilization and the possibilities of the development of the human mind.

Into this vast and expanding field of new thought and original investigation, every part of which is teeming with incitements to mental activity and spiritual growth, inviting and beckoning you to enter, it is your especial good fortune to come. The infant sciences are growing up with amazing rapidity, and every year that adds to your stature and intellectual power will add also to the bounds of human knowledge and to the sources of human happiness.

But this grand heritage of social and intellectual activity will bring with it greater and greater individual responsibility. It becomes more important for you than for any former generation to learn to appreciate the value of time; to learn to feel that you are to be the architects of your own fortune; to learn to cherish high aims and lofty purposes of self-culture, and to realize the fact that you will have ample scope for the growth and development of all the elements of a manly, high-toned, and noble character.

There never was a time in the whole history of this country when true men and true women were more needed than they are to-day. There never was a time when the individual responsibility of the intelli-

gent and patriotic citizen was greater than it is today. You may not be old enough to appreciate or to realize the crisis through which this country is now passing, and through which we all hope and pray it will safely pass; but the events, even of the last few weeks, have impressed on the minds of thoughtful men everywhere, more strongly than ever, the necessity of a higher and more universal intelligence; of a higher, nobler, and more self-sacrificing devotion to truth and to duty. Let the habits of study which you have done something to form, the basis of intelligence which you have already laid, serve only as the foundation for future growth and greater acquisitions.

Some of you, most of you, we hope, will go on to higher schools, and to higher intellectual triumphs. The city will cheerfully furnish the means of a broader culture; but the best of schools will avail but little without a continued faithfulness on your part. Teachers and schools and colleges can help to point out the way; but, after all, any real growth in mental power and intellectual culture must depend on individual effort.

Good books, too, are among the best of helps. We ought to cherish them with a feeling somewhat akin to reverence. "They are the voices of the distant and the dead. They make us heirs of the spiritual life of past ages. They are the great levellers of society. They give, to all who will faithfully use them, the society, the companionship, the very spiritual presence, of the greatest and best of our race." But bear in mind it is only good books, such as ex-

cite thought and mental activity. Some books require no thought on the part of those who read them, from the simple fact that they made no such demand on those who wrote them. Rely, therefore, on the judgment and advice of those who are older and more mature, and be guided wisely in the selection.

But I must not forget that a new beatitude has been added to the never-to-be-forgotten list: Blessed are they who make short speeches, for they shall be invited again. I wish you most heartily, on behalf of the committee, a happy and restful vacation, and long, prosperous, and useful lives.

Mayor Pierce made brief remarks of a pleasant and encouraging nature, and at the conclusion the procession of teachers and pupils was formed, the venerable master of the Everett School, Mr. George B. Hyde, being at the head. Mr. Leverett M. Chase, of the Dudley School, was chief marshal, as for several years past. Under his direction the graduates marched across the stage, where each received from the Mayor a handsome bouquet. After leaving the platform the pupils proceeded to Bumstead Hall, where a collation was served, and the remainder of the afternoon was passed in dancing, the floor of the Music Hall being reserved for that purpose, while the balconies were filled with interested spectators.

FRANKLIN MEDALS,  
LAWRENCE PRIZES,  
AND  
DIPLOMAS OF GRADUATION.





# FRANKLIN MEDALS.

1878.

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## LATIN SCHOOL.

George C. Van Benthuyzen,  
Frederick Clinton Woodbury,  
Charles Hamlin Dunton,  
Berwick Manning,  
Charles Francis Cutler.

## ENGLISH HIGH SCHOOL.

Clift R. Clapp,  
Galen L. Stone,  
William V. Rowe,  
Charles A. French,  
Louis F. Gray,

William L. Gifford,  
Charles Sandmann, Jr.,  
Edwin L. Homer,  
Adolphus B. Beeching,  
Frank C. Morrison,  
Alexander E. Frye,  
Hartley F. Atwood,  
Thaddeus F. Hill,  
Percival H. Sampson,  
Samuel M. Norton,  
Francis Draper, Jr.,  
Fred W. Kettelle,  
Alfred N. Wahlberg,  
Franklin M. Darrow,  
Frank B. Bemis.

# LAWRENCE PRIZES.

1878.

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## LATIN SCHOOL.

DECLAMATION. — *First Prize*. — Edward L. Underwood. — *Second Prizes*. — William B. Sprague, Victor J. Loring. — *Third Prizes*. — Charles H. Dunton, George C. Van Benthuyssen.

READING. — *First Prize*. — Charles H. Dunton. — *Second Prizes*. — George C. Van Benthuyssen, Hollon C. Spaulding. — *Third Prize*. — Charles H. Holman.

*Exemplary Conduct and Fidelity*. — John L. Bates, John Squire, William A. Hayes, Michael F. Murphy, James N. Garratt, George Santayana, Perrin E. White, James Shepherd, Carl F. W. Ellinger, James F. Phelps, Franklin K. White.

*Exemplary Conduct and Punctuality*. — Frederick C. Woodbury, Joseph A. W. Goodspeed, George A. Stewart, Henry B. Twombly, Horatio N. Glover, Robert Warner Frost, Frederick H. Barnes, George R. Nutter, John R. Slatery, William W. Fenn, Willard Winslow, Isaac W. Crosby.

*Excellence in the Classical Department*. — George C. Van Benthuyssen, Thomas C. Bachelder, George A. Stewart, George R. Nutter, John R. Slatery, Willard Winslow, George B. de Gersdorff, Ferdinand Shoninger.

*Excellence in the Modern Department*. — Frederick C. Woodbury, Thomas C. Bachelder, George A. Stewart, William H. Langdon, Isaac Louis, Willard Winslow, George B. de Gersdorff, Ferdinand Shoninger.

## PRIZES FOR SPECIAL SUBJECTS.

*For a Translation from English into Latin Poetry*. — (Second Prize.) — Frederick C. Woodbury.

*For a Translation into Greek*. — (Second Prize.) — Charles A. Snow.

*For an English Poem*. — (First Prize.) — Hiram I. Dillenback.

*For a Translation from French*. — (First Prize.) — John W. Perkins.

*For a Translation from Lucian*. — (Second Prize.) — William H. Page.

*For a Poetical Translation from Horace*. — (First Prize.) — William A. Hayes.

*For a Translation from Livy*. — (First Prize.) — Henry B. Twombly.

*For a Translation of "Suite des Aventures de Télémaque"*. — (First Prize.) — Charles F. Spring.

*For a Translation from Cæsar's Gallic War.* — (First Prize.) — Reginald Foster.

*For a Translation from Nepos.* — (First Prize.) — John R. Slattery.

*For a Translation from Principia Latina.* — (First Prize.) — Michael J. Moore.

*For the Best Original Demonstration of a Proposed Geometrical Theorem.* — (First Prize.) — J. A. W. Goodspeed.

*For the Best Written Examination in Algebra.* — First Prize. — Thomas C. Bachelder.

*For the Best Written Examination in Arithmetic.* — (First Prize.) — Horatio N. Glover.

*For the Best Specimen of Penmanship.* — (First Prize.) — Wm. H. Deasy.

*For the Best Specimen of Drawing.* — (First Prize.) — Charles F. Cutler.

*For the Greatest Progress in Music.* — (First Prize.) — Frederic S. Coolidge. — (Second Prize.) — Frederic F. Bullard.

### ENGLISH HIGH SCHOOL.

FOR EXCELLENCE IN READING ALOUD. — *First Class.* — (Second Prizes.) — Galen L. Stone, John A. Collins. — *Second Class.* — (Second Prizes.) — Hezekiah G. Chase, Harry H. Wyman. — *Third Class.* — (First Prizes.) — Frank W. Sprague, William Schmidt. — (Second Prizes.) — Robert A. McKirdy, Michael J. O'Brien.

FOR EXCELLENCE IN SCHOLARSHIP. — G. D. Braman, S. D. Prince, H. G. Chase, M. J. Scanlan, F. A. Murphy, E. F. Webster, A. W. Cutting, C. E. Herendeen, H. L. Bird, N. I. Adams, G. N. Norton, F. F. Mackie, M. J. O'Brien, A. W. Childs, E. B. Thaxter, A. C. Tilden.

FOR EXCELLENCE IN DEPARTMENT. — *First Class.* — F. Crosby, E. E. Locke, C. D. Jenkins. — *Second Class.* — H. Stebbins, D. F. Boyden, H. H. Frost, W. G. Irwin. — *Third Class.* — J. L. Huddleston, Wm. A. Merrill, T. F. Brennan, F. W. Sprague, C. A. Brazer, R. Simmons.

FOR COMMENDABLE INDUSTRY. — *First Class.* — S. Pierce, Jr., H. E. Holmes, F. A. Heyer. — *Second Class.* — C. H. Cutting, C. A. Peterson, E. P. Carver, J. Balch. — *Third Class.* — F. W. Jones, S. C. Peterson, J. F. Ripp, J. H. Casey, N. Ward, C. H. Rockwood.

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## GARDNER PRIZES.

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### LATIN SCHOOL.

*For an Essay on Ocean Currents.* — (First Prize.) — Charles B. Mosely.

*For an Essay on John Milton and his Times.* (First Prize.) — Charles H. Holman.

# DIPLOMAS OF GRADUATION.

1878.

## NORMAL SCHOOL.

Mary E. Abercrombie,  
Caroline D. Bere,  
Florence J. Bigelow,  
Mattie K. Borden,  
Hattie J. Bowker,  
Ida J. Breckenridge,  
Martha G. Buckley,  
Helen F. Burgess,  
Charlotte Challis,  
Annie D. Clough,  
Ellen B. Crooker,  
Elizabeth R. Cummings,  
Hattie A. Darling,  
Margaret B. Erskine,  
Mary L. Farrington,  
Ella F. Fitzgerald,  
Sarah G. Fogarty,  
Minnie I. Folger,  
Martha L. Frame,  
Essie A. French,  
Ella Fuchs,  
Florence G. Furbush,  
Emma F. Gallagher,  
Martha W. Hanley,  
Carrie A. Harlow,  
Julia E. Harrington,  
Emily F. Hodsdon,  
Laura M. Kendrick,  
Dora M. Leonard,  
Ella L. Macomber,  
Agnes McGowan,  
Marion Newell,  
Mary E. O'Connor,

Ella A. Orr,  
Florence A. Perry,  
Mary E. Pierce,  
Ida M. Presby,  
Clara E. Roberts,  
Mary G. Ruxton,  
Mary F. Savage,  
Annie W. Seaverns,  
Clara A. Sharp,  
Caroline A. Shepard,  
Emma F. Simmons,  
Emma T. Smith,  
Mary W. Smith,  
Grace L. Stevens,  
Fanny L. Toppan,  
Hattie M. Tucker,  
Lucy D. Tuckerman,  
Grace St. L. Urann,  
Sadie E. Welch,  
Lena S. Weld,  
Lydia G. Wentworth,  
Carrie G. White,  
Georgiana Whiting,  
Lucy A. Wilson,  
Sara W. Wilson.

## LATIN SCHOOL.

Thomas A. Barron,  
John L. Bates,  
William H. W. Bicknell,  
Joseph E. Clark,  
Reuben F. Croke,  
Montgomery A. Crockett,  
George E. Curry,

Walter Curtis,  
 Charles F. Cutler,  
 John A. Daly,  
 Hiram I. Dillenback,  
 Charles H. Dunton,  
 Charles H. Holman,  
 Berwick Manning,  
 William H. McKendry,  
 John W. Perkins,  
 Charles A. Snow,  
 Edward L. Underwood,  
 George C. Van Benthuysen,  
 Frederic C. Woodbury,  
 Victor J. Loring.

## ENGLISH HIGH SCHOOL.

## FOUR YEARS' COURSE.

George P. Dane,  
 Henry P. Furbur,  
 Henry S. White.

## THREE YEARS' COURSE.

George Abbot,  
 Hartley F. Atwood,  
 John L. Barry, Jr.,  
 William F. Barry,  
 Adolphus B. Beeching,  
 Frank B. Bemis,  
 George W. Bouvé,  
 Arthur E. Brown,  
 Frank Burgess,  
 George W. Byther,  
 Fred R. Charnock,  
 Clift R. Clapp,  
 John A. Collins,  
 Albért W. Crocker,  
 Frederic Crosby,  
 Chester E. Crowell,  
 Benjamin O. Dana,  
 Franklin M. Darrow,  
 William J. Davidson,  
 William H. Donald,  
 Francis H. Downing,  
 Francis Draper, Jr.,  
 James W. Dyer,  
 William H. Emerson,

Charles A. French,  
 Alexander E. Frye,  
 William L. Gifford,  
 William A. Gove,  
 Fred W. Gowell,  
 Frederick C. Graves,  
 Louis F. Gray,  
 John Griffin,  
 Frederick N. Hartshorn,  
 David F. Hayes,  
 Frederick A. Heyer,  
 Frank W. Henderson,  
 Thaddeus F. Hill,  
 Harry E. Holmes,  
 Edwin L. Homer,  
 James F. Hopkins,  
 Harry E. Howard,  
 James H. Hutchings,  
 Charles D. Jenkins,  
 James Keleher, Jr.,  
 William S. Kenney,  
 Fred W. Kettelle,  
 Abraham Lincoln,  
 Elmore E. Locke,  
 John J. Malone,  
 Warren D. Maloon,  
 George T. Manson,  
 Clarence W. Moore,  
 William T. Mosher,  
 Frank C. Morrison,  
 James F. Murphy,  
 Otis K. Newell,  
 Samuel M. Norton,  
 John J. O'Brien,  
 John T. O'Brien,  
 Silas Peirce, Jr.,  
 Elmer E. Power,  
 Edwin C. Regestein,  
 William W. Robinson,  
 William V. Rowe,  
 Percival H. Sampson,  
 Charles Sandmann, Jr.,  
 Garrett W. Scollard,  
 Frank A. Shaw,  
 Jacob A. Simons,  
 Galen L. Stone,  
 Henry B. Stuart,



William P. Tenney,  
Wendell P. Thayer,  
Fred R. Tower,  
Ernest E. N. Trask,  
Alfred N. Wahlberg,  
Albert W. Watkins,  
Henry A. Wilson.

## GIRLS' HIGH SCHOOL.

### CERTIFICATES.

#### FIFTH YEAR'S COURSE.

Nellie W. Cutting,  
Kate R. Hale,  
Lizzie B. Hedge,  
Jennie McIntosh,  
A. Thérèse Miller,  
Grace E. Shaw,  
Mary H. Shed,  
Lizzie Wilson.

#### FOURTH YEAR'S COURSE.

Edith H. Bailey,  
Jennie M. Blackinton,  
Florence Cahill,  
Mary B. Corr,  
Ida M. Curtis,  
Lulu S. Dame,  
Agnes L. Dodge,  
S. Ariadne Dorman,  
Elizabeth M. Eustis,  
Caroline A. Farrell,  
Isabel P. George,  
Vinnie F. Giberson,  
Agnes P. Hale,  
Stella A. Hale,  
Amy L. Harrington,  
Maude G. Hopkins,  
Ida Hunneman,  
Nellie I. Lapham,  
Susie M. L. Perkins,  
Alice E. Stevens,  
Lalie C. Tedford,  
Alice F. White.

### DIPLOMAS.

1877.

Isabel P. George,  
Caroline A. Potter,  
Minnie Young.

#### THREE YEARS' COURSE.

Fidelia A. Adams,  
Clara B. Andrews,  
Clara L. Andrews,  
Laura E. Andrews,  
Fannie A. Baldwin,  
Hattie A. Ballou,  
Mary E. Bell,  
Emma F. Black,  
Lizzie K. Bolton,  
Harriette S. Briggs,  
Addie R. Brigham,  
Emma Britt,  
Alice I. Brown,  
Jane Bruce,  
Alice A. Burditt,  
Grace R. Canfield,  
Grace M. Clark,  
Alice A. Collar,  
Kate A. Coolidge,  
Annie Crafts,  
Willianna Crawford,  
Nellie H. Crowell,  
Mary A. Crowley,  
Annie B. Cushing,  
Rose M. Cutler,  
Florence Dix,  
Lucy W. Eaton,  
Caroline Emmons,  
Alice E. Farrington,  
Mabel E. Ferson,  
Mary E. Galvin,  
Annie H. Gardner,  
Clara E. Gay,  
Josephine L. Goddard,  
Emma J. Gullefer,  
Caroline T. Hall,  
Annie F. Hewins,  
Caroline E. Hilliard,  
Cicely M. Kenneman,

Ella E. King,  
 Florence E. Leadbeater,  
 Mary J. Leahy,  
 Grace R. Learnard,  
 Carrie M. Locke,  
 Emma J. Locke,  
 Caroline M. Lyons,  
 Emma J. Machon,  
 Mary T. Manson,  
 Mary E. McAleer,  
 Lizzie M. McKenzie,  
 Jennie F. McKissick,  
 Hannah Merrill,  
 Grace Merriman,  
 Lillian D. Metcalf,  
 Mary E. Noonan,  
 Alice O'Neil,  
 Sophie L. Patterson,  
 Minnie A. Perry,  
 Sarah B. Pillsbury,  
 Nellie L. Poole,  
 Alice M. Porter,  
 Ida M. Ramsdell,  
 Josephine F. Reed,  
 Fannie H. Reid,  
 Carrie L. Rice,  
 Florida Y. Ruffin,  
 Florence E. Rumney,  
 Helena A. Scanlan,  
 Florence N. Sloane,  
 Bessie Snow,  
 Mary P. Spence,  
 Mary L. Stevenson,  
 Florence M. Stoddard,  
 Mary R. Stone,  
 Jeannette A. Thompson,  
 Sallie B. Tripp,  
 Mary E. Wardwell,  
 Franc L. Whittlesey,  
 Martha M. Williams,  
 Clara A. Woodman,  
 Fannie H. Young.

## ROXBURY HIGH SCHOOL.

*Boys.*

Sam G. Adams,  
 Charles H. Banister,

Thaddeus E. Craft,  
 William Dorr,  
 George W. Dowd,  
 Everett Erskine,  
 William H. Holland,  
 George H. MacCarthy,  
 Henry L. May,  
 Maurice F. Mulvery,  
 John W. O'Neal,  
 Harry P. Robinson,  
 Lawrence A. Shaughnessy,  
 George E. Signart,  
 Isaac B. Spafford,  
 Frank F. Streeter,  
 Edmund G. Stevens,  
 Edgar M. Strout,  
 James H. Sullivan,  
 Michael H. Ward,  
 Charles G. Wells, jr.

*Girls.*

Emma J. Backup,  
 Hattie G. Bent,  
 Celinda A. Brown,  
 Nellie J. Connor,  
 Margaret E. Coyle,  
 Helen F. Decatur,  
 Jennie F. Ellis,  
 Julia A. French,  
 Caroline E. Frothingham,  
 Jane E. Gormley,  
 Alicia F. McDonald,  
 Florence Q. Mead,  
 Mary V. Muldoon,  
 Ellen M. Murphy,  
 Isabel M. Prescott,  
 Mabel A. Vaughn,  
 Susan I. Vila,  
 Agnes E. Wood,  
 Macie D. Wood,  
 Jennie Woodbridge.

## DORCHESTER HIGH SCHOOL.

## FOURTH YEAR.

*Boys.*

Hermon G. Pierce,  
 Herbert A. Tucker,

Walter S. Ufford,  
George T. Cushman,  
Charles W. Floyd.

*Girls.*

Ella G. Sumner,  
Alice W. Wheeler.

THIRD YEAR.

*Boys.*

Walter C. Bird,  
Lyman G. Chadbourne,  
Walter H. Cutter,  
John Driscoll,  
Alfred M. Duffield,  
Charles F. Light,  
Charles P. Lyons,  
Walter J. Sheridan,  
George B. Smith,  
Edwin L. B. Tuttle.

*Girls.*

Emma S. Albright,  
Celeste W. Albright,  
Sarah N. Currie,  
Sadie B. Emerson,  
Eldora Glidden,  
Abbie N. Gunnison,  
Cora F. Hanscom,  
Carnilla M. Howe,  
Minnie F. Howe,  
Jeanett A. Maclean,  
Amelia M. Mansfield,  
Mary R. Mason,  
Mary E. Mendum,  
Cora B. Robie,  
Ella D. Sumner,  
Alice B. Tolman,  
Theodora A. Wall,  
Martha D. Whittemore,  
Ellen L. Patten.

CHARLESTOWN HIGH  
SCHOOL.

FOUR YEARS' COURSE.

*Boys.*

Ephraim L. Dodge,  
Eugene H. Hatch,

Charles F. Seavey,  
Frank A. Smith.

*Girls.*

Hannah E. Callaghan,  
Grace E. Gassett,  
Effie W. Goodnow,  
Hannah T. Hickey,  
Annie S. Josselyn,  
Carrie R. Oakes,  
Ellen M. Reilley,  
Elizabeth J. Riordan,  
Charlotte E. Seavey,  
Mary A. Sheean,  
Annie A. Tillson,  
Mary L. Walker,  
Katherine E. Wall,  
Sarah J. Welch,  
Lana J. Wood.

THREE YEARS' COURSE.

*Boys.*

Frank H. Atwood,  
John H. Coughlan,  
Clarence S. Delfendahl,  
Frank H. Doherty,  
Wesley G. Hall,  
William O. Meserve,  
Everett P. Miers,  
John A. Neville,  
Fred A. Pope,  
Winfield F. Prime,  
Samuel A. Rich,  
William F. Roberts,  
Horace J. Stone,  
George M. Whitcomb.

*Girls.*

Carrie J. Clarke,  
Mary F. Donahue,  
Helen F. Estee,  
Mary L. Ferrin,  
Katie M. Groll,  
Mary Hudson,  
Katharine M. Maguire,  
Mary C. Mitchell,

Elizabeth G. Morse,  
Margaret A. Murphy,  
Clara A. Norris,  
Annie Smith.

WEST ROXBURY HIGH  
SCHOOL.

*Boys.*

George A. Albro.

*Girls.*

Adelaide E. Child,  
Sara G. Dunn,  
Charlotte W. Fairbanks,  
Annie M. Hogan,  
Hattie M. Phelps,  
Mary C. Richards,  
Alice S. Rollins,  
Marion J. Seaverns,  
Marion A. Stockman.

BRIGHTON HIGH SCHOOL.

*Boys.*

Edward N. Dupee,  
Robert A. Hooker,  
Louis L. Jackson,  
Patrick E. Muldoon.

*Girls.*

Sarah R. Brock,  
Fannie C. Dana,  
Mary L. Gooch,  
Wilhelmina Harding,  
Addie C. Paine,  
Annie L. Phelan,  
Abbie E. Wild.

ADAMS SCHOOL.

*Boys.*

George Albrecht,  
Thomas Edward Dorgan,  
Michael Fitzpatrick,  
Harry Huckins,  
Edmund H. Kingston,  
John Francis Murphy,  
William C. Moore,  
Alfred McKinley,  
Alexander Stubbs.

*Girls.*

Fannie M. Brown,  
Annie Louise Connor,  
Lizzie Mary Copeland,  
Alice Frances Darke,  
Sara Francis Emery,  
L. Maud Foltz,  
Rena Gill,  
Cora Johnson Harding,  
Georgie M. Ives,  
Mary Forbes Joy,  
Rachael Larkin,  
Annie Josephine Lowe,  
Dora M. Mayo,  
Katie Owen,  
Carrie Christina Philipson,  
Ella Dora Plumley,  
Ellen Francis Rown,  
Hattie E. Soule,  
Jennie E. Shaw,  
Nellie Wadsworth.

ALLSTON SCHOOL.

*Boys.*

G. D. Bigelow,  
Joseph Canning,  
Owen Cunningham,  
John Farrington,  
Joseph Norton.

*Girls.*

Minnie A. Brown,  
Florence Davenport,  
Agnes E. Jones,  
Florence E. McIlvaine,  
Josie E. Rice,  
Bessie W. Smith,  
M. Ella Smith,  
Emma Winter.

ANDREW SCHOOL.

Edwin R. Brackett,  
John D. Curley,  
Victor W. Cupples,  
Michael A. Donavan,

John L. Ewing,  
 John E. Flynn,  
 Arthur C. Geer,  
 Walter H. Grose,  
 Clarence A. Horton,  
 Philip A. Jackson,  
 Frank T. Kenah,  
 Michael E. Lennon,  
 Woodbury L. Lewis, Jr.  
 Charles E. Miller,  
 Jeremiah P. Nolan,  
 James H. O'Connor,  
 Fred. C. Packard,  
 William F. Stecker.

### BENNETT SCHOOL.

#### *Boys.*

Lincoln Baxter,  
 Arthur L. Brooks,  
 Orlando N. Dorre,  
 John Hickey,  
 Frank H. Rieker,  
 Edgar E. Smith,  
 Arthur H. Stetson,  
 Samuel Stewart.

#### *Girls.*

Bertha F. Gardner,  
 Carrie E. Golden,  
 Annie L. Hooker,  
 Sarah A. F. Kenny,  
 Josephine C. Ricker,  
 Louise E. Richardson,  
 Belle K. Sanger,  
 Maggie I. Scollans,  
 Martha H. Stall,  
 Hannah A. Swiss.

### BIGELOW SCHOOL.

Henry C. Bamberg,  
 Edward J. Barry,  
 Patrick H. Casey,  
 Cornelius J. Coakley,  
 Joseph A. Collins,  
 Peter H. Corcoran,  
 James H. Dinivan,

Dan'l T. F. Dunn,  
 Fred. A. Fellmeth,  
 John J. Green,  
 Patrick J. Hartnett,  
 Geo. A. Hasselbrook,  
 John A. Hayes,  
 Dan'l H. Heffrin,  
 Rufus W. Jones,  
 Jerome J. Kelley,  
 Wm. T. Keyes,  
 Martin A. Leary,  
 John J. Lee,  
 Fred. W. Leffles,  
 John S. McDonough,  
 Herman M. Metelf,  
 John F. Mooney,  
 Robt. E. Moore,  
 Wm. E. Muldoon,  
 Geo. H. Murray,  
 Joseph V. Murray,  
 Dan'l F. O'Connell,  
 Geo. E. Ostburg,  
 Wm. H. Sterling,  
 Alfred A. Swallow,  
 Geo. A. Swallow,  
 Herbert A. Thayer,  
 Geo. H. Wilson.

### BOWDITCH SCHOOL.

Catherine M. Bartlett,  
 Ellen F. Callahan,  
 Annie E. Coffey,  
 Annie E. McCarthy,  
 Mary E. Moriarty,  
 Julia E. Nolen,  
 Jane V. Quinn,  
 Joanna M. Ryan,  
 Margaret A. Sullivan,  
 Annie L. Whitney.

### BOWDOIN SCHOOL.

Miriam E. Benjamin,  
 Julia F. Blaney,  
 Kate Burnside,  
 Sarah D. Campbell,  
 Florence B. Crowell,  
 Sarah J. Cliff,

Nellie F. Cummings,  
 Alice M. Davis,  
 Helga Danielson,  
 Mary E. Dilworth,  
 Josephine F. Fay,  
 Mary E. Godwin,  
 Annie E. Hudson,  
 Alice M. Jefferts,  
 Susan A. King,  
 Adelaide L. Lambert,  
 Ellen A. Lusk,  
 Lottie J. McKenney,  
 Harriet A. Newell,  
 Cora A. Parks,  
 Flora H. Rogers,  
 Margaret E. Ripley,  
 Mary E. Rich,  
 Annie M. Shaughness,  
 Annie E. Smith,  
 C. Grace Smith,  
 Mary A. Scallon,  
 Elizabeth Talbot,  
 Eliza B. Taylor,  
 Gertie A. Thurston,  
 Cora P. Wolf.

## BRIMMER SCHOOL.

William P. Bugbee,  
 Paul Coolidge,  
 William J. Crowley,  
 Charles F. Danforth,  
 Frank E. Dickerman,  
 Charles F. Does,  
 William H. Doherty,  
 Charles O. Galeucia,  
 Frank E. Gleason,  
 Howard Gould,  
 Samuel E. Hathaway,  
 John B. Hineman,  
 John Horgan,  
 William H. Hyland,  
 William P. Jaquith,  
 Alvah H. B. Jordan,  
 William P. Kendall,  
 Frederick A. Keniston,  
 Raphael Klucken,

Cornelius J. Mahoney,  
 Daniel S. S. McLean,  
 John H. McNally,  
 Edward F. McNamara,  
 Eugene H. Moore,  
 Anthony J. Philpott,  
 William E. Prescott,  
 William C. Prescott,  
 Frank L. Rice,  
 Alfred H. Schroff,  
 Rudolph F. Stahl,  
 George L. Willis.

## EXETER STREET SCHOOL.

*Boys.*

James A. Frye.

*Girls.*

Lucy C. Braman,  
 Jennie M. Burr,  
 Mabel Cutler,  
 Helen L. Child,  
 Mary E. Crosby,  
 Ethel Davis,  
 Anna F. Manning,  
 Jessie G. Manning,  
 Annie C. Neal,  
 Eleanor W. Pearson,  
 Carrie Tebbetts.

## BUNKER HILL SCHOOL.

*Boys.*

Fred. A. Begien,  
 Joseph J. Corbett,  
 Charles M. DeMerritt,  
 John I. Fogg,  
 Edwin A. Farrar,  
 Horace H. Hazeltine,  
 Eugene B. Jones,  
 Elmer J. Morgan,  
 Albert C. Noah,  
 George L. Reed,  
 Hollis H. Sawyer,  
 William W. White,  
 Wilson B. Young.

*Girls.*

Edna E. Buck,  
 Stella A. Cushing,  
 Emma F. Corbett,  
 Georgia R. Fowler,  
 Nellie E. Hall,  
 Emma F. Lord,  
 M. Katie McDonald,  
 Annie M. McGowan,  
 Rosa F. McManus,  
 Alice A. Miller,  
 Louisa M. Prime,  
 Marion E. Prime,  
 Maggie F. Rodden.

## CENTRAL SCHOOL.

Alexander B. Clough,  
 Thomas F. I. Curley,  
 John J. Dolan,  
 William J. Dowling,  
 John J. Downey,  
 William A. Follan,  
 Michael J. Gateley,  
 Frank L. Gibson,  
 William P. Glennon,  
 Henry T. Grady,  
 Orlando Johnson,  
 Michael E. Kelley,  
 Thomas H. Kenney,  
 Walter H. Leach,  
 Alexander R. McKim,  
 Walter E. Moulton,  
 Charles J. O'Brien,  
 William J. Regan,  
 Edward M. Shaw,  
 Daniel E. Shaw,  
 James F. Smith,  
 John J. Tobin,  
 Thomas F. Ward,  
 Frank B. Witherbee.

## CHAPMAN SCHOOL.

*Boys.*

John S. Ballou,  
 Chas. E. Church,  
 Robert H. Fraser,

Mark Frisbee,  
 Robert J. Gove,  
 Edmund W. Hathaway,  
 John S. Hern,  
 Henry W. Hussey,  
 Henry W. Lewis,  
 Thomas F. Roche,  
 Josiah P. Ryder,  
 Fred. J. Shaw,\*  
 Melvin C. Trask.

*Girls.*

Marjie G. Bradford,  
 M. Luetta Choate,  
 Margaret W. Cobb,  
 Helen E. Day,  
 Mary E. Grover,  
 Imogen C. King,  
 Grace E. Lewis,  
 Lossie E. Manson,  
 Myra D. Pike,  
 Clara T. Power,  
 Estelle M. Reed,  
 Ella E. Rieh,  
 Mary J. Roche,  
 Annette S. Smith,  
 Jennie S. Smith,  
 Ella E. Waugh,  
 Mary E. Williams.

## CHARLES SUMNER SCHOOL.

*Boys.*

Augustus W. Blaze,  
 Thomas H. Brahney,  
 Frank Havey.

*Girls.*

Rachael M. Foley,  
 Annie Grant,  
 Emma F. Hildreth,  
 Maud G. Leadbeater,  
 Carrie A. Thomas.

## COMINS SCHOOL.

*Boys.*

George E. Adams,  
 Louis J. Bond,  
 Peter J. Brandley,



Richard D. Cleary,  
 Wilhelm J. Dolan,  
 Wilhelm F. Harney,  
 Charles Jager,  
 Louis N. A. Munier,  
 John J. Marshall,  
 Sidney L. Stein,  
 Charles L. Zeigler.

*Girls.*

Juliette E. Adams,  
 Annie Campbell,  
 Mary B. Cummings,  
 Marietta Crawford,  
 Annie L. Fox,  
 Annie L. Gately,  
 Annie G. Lamson,  
 Theresa V. Laviska,  
 Ella F. Lynch,  
 Agnes F. McConnell,  
 Ann Jane McGreevy,  
 Jennie R. Mooney,  
 Marcella I. O'Grady,  
 Miriam Sterne,  
 Gertrude F. Walker,  
 Clara E. White,  
 Estella M. White.

## DEARBORN SCHOOL.

*Boys.*

Philip Albret,  
 David W. Austin,  
 Herbert A. Austin,  
 Melyar W. Basford,  
 William T. Barker,  
 Charles S. Bradt,  
 Charles R. Brown,  
 William F. Farrington,  
 Martin J. Finnerty,  
 Daniel J. Gillen,  
 Arthur F. Graham,  
 William J. Hennessey,  
 Henry S. Maffit,  
 James S. Maffit,  
 James J. McCarthy,  
 Michael H. Norton,

Simon J. O'Hanlon,  
 Frank A. Schirmer.

*Girls.*

Carrie M. Bartlett,  
 Gertrude W. Foster,  
 Hattie E. Field,  
 Blanche A. Frohock,  
 Mary A. Heffernan,  
 Emma F. Kimball,  
 Jennie M. Merritt,  
 Anna M. Mitchell,  
 Grace E. Morse,  
 Mary L. Scott,  
 Katie Sleeper.

DORCHESTER-EVERETT  
SCHOOL.*Boys.*

William J. Baker,  
 B. P. Cheney Clapp,  
 James W. Dolan,  
 Albert L. Hinckley,  
 Charles M. Pray,  
 Albert F. Ripley,  
 Richard C. Weis.

*Girls.*

Luella W. Andrews,  
 Mary F. Bangs,  
 Julia M. Crocker,  
 Annie N. Darling,  
 Eleanor P. Gay,  
 M. Louise Hill,  
 Abbie F. Manson,  
 Mary E. McAllen,  
 Nellie J. Mulhern,  
 Nellie Perry,  
 Julia E. Sullivan,  
 Maggie A. Trainer,  
 E. Annie Upham,  
 Mary Waterman.

## DUDLEY SCHOOL. (BOYS.)

Edward B. Aiken,  
 William H. Dearborn,  
 Edward Donnelly,

Francis J. Dooley,  
 William R. Gay,  
 Edward A. F. Gore,  
 Fred Hausmann,  
 Edward E. Hazelboom,  
 Walter D. Humphrey,  
 John J. Kelley,  
 Edward H. Kidder,  
 Norman W. Lermond,  
 Elmer H. McKintosh,  
 Fred H. Randall,  
 Charles R. Richards,  
 Frank S. Waterman,  
 Harry L. Wilson.

#### DUDLEY SCHOOL. (GIRLS.)

Mary A. Blick,  
 Anna M. Boyle,  
 Theresa F. Breslin,  
 Anna M. Brown,  
 Sarah F. Halloran,  
 Caroline H. Holbrook,  
 Harriet A. Johnston,  
 Emma A. Jones,  
 Elizabeth G. Kenney,  
 Eleanor F. Lang,  
 Elizabeth C. Robertson,  
 Josephine H. Ryan,  
 Helen M. Thompson,  
 Elizabeth J. Watson.

#### DWIGHT SCHOOL.

Frank A. Bragan,  
 Chas B. Butterfield,  
 Wm. B. Crocker,  
 Wm. H. Cook,  
 John M. Casey,  
 Alfred E. Duncan,  
 Richard A. Daly,  
 George P. Furber,  
 George H. Faxon,  
 Fred. A. Flood,  
 Wm. S. Flood,  
 Louis J. Hand,  
 Edwin F. Harding,  
 Henry A. Heyer,  
 Herbert E. Jacobs,

George A. Jones,  
 Elisha James, jr.,  
 Albert M. Long,  
 Charles H. Lunt,  
 George D. Loud,  
 Frank A. Marlow,  
 John T. McBarron,  
 John McCauley,  
 Dennis S. McCauley,  
 Walter G. Morey,  
 Edward C. Montsie,  
 Henry E. Morgan,  
 John A. Ordway,  
 Wm. T. O'Brien,  
 Ernest H. Pierce,  
 Frank D. Pinkham,  
 Henry A. Richards,  
 G. Stuart Smith,  
 George S. Smith,  
 George E. Sampson,  
 Carl E. Steere,  
 George H. Steere,  
 George Shaw,  
 Samuel N. Turner,  
 Thomas P. Talbot,  
 Edwin A. Wall.

#### ELIOT SCHOOL.

T. F. Armstrong,  
 Jas. A. Bigelow,  
 Jas. H. Carney,  
 Jas. J. Carney,  
 J. J. Clougharty,  
 Wm. P. Crane,  
 Tim. J. Crowley,  
 P. J. Devlin,  
 M. J. Donahoe,  
 D. J. Downey,  
 J. J. Dunphy,  
 J. F. Eldridge,  
 M. F. Fields,  
 J. J. Francis,  
 J. A. Grant,  
 B. F. Guinee,  
 J. H. Hutchinson,  
 A. Kantrowicz,

H. A. Krey,  
B. Lowrey,  
P. H. Lynch,  
C. McCarthy,  
D. McCarthy,  
J. J. O'Dowd,  
J. T. O'Leary,  
J. N. Pastene,  
W. J. Phelan,  
E. J. Sullivan,  
H. F. Sullivan,  
J. M. Sullivan,  
C. L. Thompson,  
M. A. Towle,  
J. Urann.

## EMERSON SCHOOL.

*Boys.*

George H. Battis,  
Elwell L. Bishop,  
John F. Campbell,  
Budd B. Colby,  
George L. R. French,  
Arthur E. Harding,  
Wm. H. Linnell,  
Francis W. Lynch,  
Martin M. McMahon,  
Irving Richardson,  
George Robertson,  
James A. Robertson,  
I. Whitney Sawyer,  
Edward W. Sprague,  
Frank L. Tisdale,  
Herbert Varney,  
Walter H. Wells,  
Fred L. Wilkins.

*Girls.*

Mary E. Brooks,  
Dora B. Covington,  
Alice M. Crowell,  
Alice C. Holmes,  
C. Belle Kenney,  
Alice Lambirth,  
Grace W. Lowe,  
Annie D. Palmer,

Grace M. Smith,  
Edith L. Stark,  
Jennie L. Waterbury,  
Velma L. Webster,  
Augusta Woodside.

## EVERETT SCHOOL.

Nannie Alexander,  
Clara A. Allen,  
Ella M. Ayers,  
Jennie F. Ballon,  
Alice F. Binney,  
Mary S. Bird,  
Mary Blancher,  
Winnie B. Bowman,  
Elizabeth A. Bryant,  
Harriet L. Brown,  
Irene M. Brown,  
Marion E. Brown,  
Fannie M. Cartwright,  
Florence A. Cochran,  
Annie F. Conley,  
Ida M. Cundy,  
Helen B. Foster,  
Georgietta F. Gilson,  
Mary E. Gilronen,  
Harriet S. Glover,  
Florence Harding,  
Lottie A. Hill,  
Martha Jones,  
Annie T. Kinney,  
Mabel Laughton,  
Amy B. Lawrie,  
Sarah N. Macomber,  
Flora E. Martin,  
Annie G. Merrill,  
Emma H. Morse,  
Jennie E. Morse,  
Augusta Myers,  
Harriet G. Prescott,  
Helen A. Read,  
Delia F. Rich,  
Helen M. Robinson,  
Julia M. Safford,  
Mary P. Shepard,  
Frances L. Smith,

Ida Spitz,  
 Emma F. Tolman,  
 Ruthven Tucker,  
 Mabel E. Wilson,  
 Esther Worcester,  
 Anna S. Yorgenson.

## FRANKLIN SCHOOL.

Kate C. Avery,  
 Anna K. Barry,  
 M. Carrie Blair,  
 Marian J. Boyce,  
 Eliza S. Brayton,  
 S. Lizzie Briggs,  
 Lucy M. Clapp,  
 Annie E. Collier,  
 Emma L. Dewey,  
 Sarah A. Douglass,  
 Anna F. Durkee,  
 Annie I. Fehyl,  
 Susan Fowles,  
 Julia M. Furber,  
 Louise A. Guild,  
 Emily E. Harding,  
 Priscilla Frances Hewes,  
 Edith L. Jackson,  
 Cora L. Johnson,  
 Annie L. Jordan,  
 Annie M. Kemp,  
 Lucretia C. Kittredge,  
 Nellie F. Lamb,  
 Nellie F. Leach,  
 Flora J. Leland,  
 Clara L. Little,  
 Annie M. Magoun,  
 Ada M. Nye,  
 Nellie B. Pope,  
 Jeanette Prince,  
 H. Effie Smith,  
 Clara I. Stevens,  
 Jennie B. Vinal,  
 Mary A. Whiting.

## FROTHINGHAM SCHOOL.

*Boys.*

Harry O. Browning,  
 Augustus D. Carmichael,

Frank J. Dunton,  
 Edward Eagan,  
 Wm. F. Hart,  
 George H. Pratt,  
 Elmer E. Prior,  
 Walter Phillips.

*Girls.*

Nellie M. Braman,  
 Aurilla M. Carl,  
 Annie A. Groll,  
 Mary Kelley,  
 Addie A. Procter,  
 Nellie M. Robinson,  
 Minnie L. Swan.

## GASTON SCHOOL.

Annie E. Bowker,  
 M. Alice Brownbill,  
 Theresa C. Campbell,  
 Clara T. Christie,  
 S. Louisa Crooker,  
 Honora J. Daley,  
 Mary E. Dee,  
 Helen L. Dykes,  
 Helen P. Eastman,  
 Ellen M. Everett,  
 Hattie F. Graves,  
 Sarah F. Hill,  
 Ella M. Holt,  
 Mary E. Kelley,  
 Lizzie A. Kennedy,  
 Mary A. Larkin,  
 Addie W. Locke,  
 Hattie M. Long,  
 Maggie A. Martin,  
 Emma J. McConnell,  
 Mary E. Miller,  
 Mary V. Morrison,  
 Florence L. Page,  
 Mary W. Park,  
 Marie Pfeiffer,  
 Annie W. Pieper,  
 Marion T. Prince,  
 Lillie G. Simmonds,  
 May L. Smith,

Sibina G. Sweeney,  
Lizzie J. Thing,  
Isabella G. Winslow.

GIBSON SCHOOL.

*Boys.*

Hermon C. Brimpus,  
Patrick H. Coalman,  
Simon P. Dillon,  
David H. Fogg,  
John Lawrence,  
Maxwell J. Lowry,  
Fred H. Means,  
Wm. A. Stone.  
Laurence A. Turley,  
Martin S. Zerega.

*Girls.*

Amy G. Anthony,  
Mary A. Carter,  
Mary L. Coalman,  
Louise E. Coolidge,  
Maria G. Drake,  
Harriet C. Fobes,  
Hattie W. May,  
Florence J. Needham.

HANCOCK SCHOOL.

Abbie A. Bliss,  
Sarah C. L. Carney,  
Katie J. Cunningham,  
Elizabeth J. Doherty,  
Mary J. Donnelly,  
Annie B. Grimes,  
Emma Hamilton,  
Mary F. Hennessey,  
Mary E. Maloney,  
Lucy A. G. McGilvray,  
Rebecca McLaughlin,  
Agnes C. Moore,  
Annie E. Parker,  
Rosa A. V. Rosattd,  
Mary A. S. Sinnott,  
Katie E. Smith,  
Joanna G. Sullivan.

HARRIS SCHOOL.

*Boys.*

Dennis F. Brennan,  
Henry B. Callender,  
Edward H. Foster,  
Francis X. Flusk,  
Wm. J. Kennard,  
Charles S. Train,  
Robert J. Welsh.

*Girls.*

Margaret E. Bockus,  
Henrietta S. Caverly,  
Leonore Emerson,  
Nellie A. King,  
Ellen A. Lyons,  
Antoinette L. Pierce,  
Harriet L. Putnam,  
Emma F. Robinson,  
Jane M. Robinson,  
Jennie B. Strout,  
Julia A. Walsh,  
Laura M. A. Young.

HARVARD SCHOOL.

*Boys.*

Chas. Henry Dearborn,  
Fred Lawrence Gillooly,  
Chas. Albert Harris,  
Robert Gardiner Hopkins,  
Wm. Francis McCusker,  
Charles Ellsworth Newell,  
Fred Wesley Parker,  
John Chas. Redmund,  
Edward Everett Rose,  
Humphrey J. Sullivan,  
Frank Reade Tirrell,  
Henry Webb.

*Girls.*

Carrie Gage Baker,  
Sarah Ann Connell,  
Helen Frances Gage,  
Barbara Eliz. Gahm,  
Joanna E. Hartnett,  
Augusta Louis,  
Virginia Octavia Shock.

## HILLSIDE SCHOOL.

Elizabeth Barton,  
Katie Gertrude Brennan,  
Mary Butler,  
Minnie Roselena Byron,  
Lillian Grace Currier,  
Charlotte Frances Grant,  
Effie Florence Kimball,  
Isabella Charlotte O'Brien,  
Fannie L. Payson,  
Lillie Josephine Payson,  
Emily Louisa Pratt,  
Josephine Louisa Tirrell,  
Jennie Frances Wade,  
Charlotte Emma Winton.

## LAWRENCE SCHOOL.

Thomas F. Bruen,  
Joseph A. Campbell,  
John D. Carmody,  
Bartholomew Conley,  
Wm. J. De Winter,  
Wm. S. Drake,  
Charles T. Dukelow,  
James J. Dunn,  
Edward A. Fitzgerald,  
Bernard L. Foley,  
John T. Guthrie,  
James H. Irwin,  
Dennis J. Kennedy,  
Frederick P. Knecht,  
George McCarthy,  
James P. McGinnis,  
Edgar McKinley,  
Jeremiah J. McNamara,  
Patrick J. Mullen,  
Patrick A. Mungoven,  
Edward F. Nagle,  
Thomas C. Newcomb,  
Thomas J. Rourke,  
John L. Ryan,  
John J. Sullivan,  
John J. Toland,  
George A. Walsh.

## LEWIS SCHOOL.

*Boys.*

William A. Clashy,  
Herbert J. Corning,  
Alfred W. Danforth,  
George H. Eddy,  
George H. Gibby,  
Charles M. Gray,  
Frederick L. Hayward,  
George F. Reed,  
Henry M. Sanborn,  
Elmer E. Saville,  
Charles E. Stevens,  
Lyman H. Smith,  
Frank S. Taylor.

*Girls.*

Gertrude C. Bayley,  
Rose E. Beleotti,  
Florence M. Blodgett,  
Cora V. Brown,  
Alice M. Chaplin,  
Evelina P. Dibblee,  
Lizzie J. Dorsey,  
Emily M. Drew,  
Ethel A. B. Eaton,  
Hattie A. Edmonds,  
Mary J. Foley,  
Rosannah Foley,  
Florence J. Gray,  
Minnie S. Howard,  
Mary H. Hutchins,  
Amarantha E. Johnson,  
Mary L. McRea,  
Bertha M. Nelson,  
Helena S. Rose,  
Abby F. Sherry,  
Jessie H. Stevenson,  
Helen J. Swain,  
Mary E. Vaughan,  
Eudora S. Wentworth,  
Carrie L. Wight.

## LINCOLN SCHOOL.

William J. Bicknell,  
James W. Boleman,  
Frank J. Charnock,

James F. Cogan,  
 John J. Crowley,  
 Stephen Cummings,  
 Robert B. Emmett,  
 Roland C. Fraser,  
 Chas. W. Gardner,  
 Frank W. Gill,  
 Charles L. Girardin,  
 George Gorman,  
 Nattie H. Goodnow,  
 Fred H. Holmes,  
 Granville Kingman,  
 Daniel F. Kinnaly,  
 Wm. J. McArdle,  
 John W. McCarthy,  
 Charles J. McCarty,  
 John A. McDonough,  
 Joseph B. McDonough,  
 Wm. H. Merry,  
 Robert G. Morrison,  
 James G. Moffett,  
 Michael Murphy,  
 Frank J. Norton,  
 James F. O'Brien,  
 Alex. F. O'Connor,  
 Milford S. Power,  
 James F. Powers,  
 Thomas J. Quinlan,  
 John P. Rigney,  
 Marcellus Reeves,  
 David A. Shinick,  
 Walter S. Sheldon,  
 Jason B. Smith,  
 George A. Stedman,  
 Harry H. White,  
 Francis H. Whiton.

## LOWELL SCHOOL.

*Boys.*

Frank Deshon,  
 Albert L. Draper,  
 Frederic R. Hill,  
 William U. Hill,  
 Stewart E. Hoyt,  
 William Jenewein,  
 Louis E. Jelinek,

Joseph A. Kelly,  
 Andrew F. Moore,  
 Albert Mullen,  
 Henry A. E. Milner,  
 Frederic M. Noa,  
 John J. O'Donnell,  
 George A. Reynolds,  
 Edmund B. V. Seaverns.

*Girls.*

Martha L. Chamberline,  
 Angie L. Clark,  
 Laura M. Dawson,  
 Helen L. Elliott,  
 Emma G. Greenleaf,  
 Ida S. Hammerle,  
 Minnie E. Jones,  
 Helen Kittredge,  
 Mary E. Moore,  
 Mary E. Millin,  
 Ella L. Stevenson,  
 Minnie L. Steiart,  
 Carria A. Shaw,  
 Abbie O. Watts.

## LYMAN SCHOOL.

*Boys.*

James F. Barron,  
 Abraham Cohen,  
 Daniel A. Daley,  
 David J. Devine,  
 Charles A. Heney,  
 Jeremiah J. Hurley,  
 Winslow L. Jenkins,  
 Jeremiah J. Leary,  
 Eugene P. Monihan,  
 Thomas F. O'Brien,  
 George P. Quinn,  
 Daniel F. Regan,  
 Edward Ward,  
 George W. Watson.

*Girls.*

Bertha C. Downing,  
 Blanche E. Griffin,  
 Rosaltha W. Harding,



Mary C. Libbie,  
Susie R. Poole,  
Eliza T. Salter,  
Flora M. Smith,  
Orline G. Spear,  
Lizzie E. Sweetland,  
Charlotte W. Wright.

#### MATHER SCHOOL.

##### *Boys.*

George O. Broad,  
S. Cuyler Greene,  
Dennis F. Leary,  
Louis R. Lincoln,  
Elmer E. Shepard,  
S. Arthur White.

##### *Girls.*

Susan G. Cook,  
Mary E. Dervan,  
Johanna E. Doyle,  
Henrietta I. Devine,  
Ellen E. Leary,  
Mary E. Reddington.

#### MINOT SCHOOL.

##### *Boys.*

Edward W. Beale,  
Edward F. Doody,  
Henry W. Hodges,  
Edward G. Hook.

##### *Girls.*

Maggie W. Child,  
Jennie L. Childs,  
Minna S. Colgan,  
Ida G. Gilcrease,  
Ella F. Leavitt,  
Edith L. Stratton.

#### MOUNT VERNON SCHOOL.

##### *Boys.*

Willard J. Alden,  
Francis H. Allen,  
John J. Dervan,  
Fred S. Elwell.

##### *Girls.*

Lizzie S. Fernald,  
Nellie E. Joyce,  
Frances L. Kane,  
Sallie C. Spear.

#### NORCROSS SCHOOL.

Ida A. Bloom,  
May Cottle,  
Hannah F. Carey,  
Isabel A. Dolan,  
Catherine A. Dempsey,  
Annie J. Donegan,  
Julia S. Dolan,  
Annie T. Flinn,  
Agnes M. Foote,  
Mary A. Foley,  
Bridget E. Garritie,  
Elizabeth A. Horgan,  
Annie M. Hennessey,  
Susan M. Jenkins,  
Annie L. Keefe,  
Margaret L. Leary,  
Laura A. Moore,  
Margaret F. Mahoney,  
Katharine A. McAdoo,  
Mary G. Mulcahey,  
Alice C. Murphy,  
Sarah C. Nowlin,  
Amelia E. Newcomb,  
Laura L. Newhall,  
Margaret A. O'Neile,  
Elizabeth J. O'Neile,  
Mary E. Rogers,  
Mary E. Rice,  
Catharine F. Shea,  
Mary Shudy,  
Agnes J. Sylkes,  
Kate M. Timmins,  
Mary Jane Wilkinson.

#### PHILLIPS SCHOOL.

Joseph S. Bayley,  
William F. Ballou,  
George F. Bannon,  
Laurence A. Bragan,

Joseph F. Burnside,  
 Fred Clark,  
 William A. Condon,  
 George Coulter,  
 Harry Delano,  
 Frank A. Dillingham,  
 Daniel C. Dilworth,  
 Edward J. Donovan,  
 William A. Dowling,  
 William J. Driscoll,  
 Edward F. Grimmons,  
 William C. Hallisey,  
 J. William Hallowell,  
 Joseph B. Hatch,  
 Henry J. Hooker,  
 John Leary,  
 Frank L. Lock,  
 Henry G. Lord,  
 William H. Lord,  
 Francis H. K. McCahill,  
 Lewis P. Millett,  
 James P. Quinn,  
 Thomas J. Quinn,  
 George B. Richards,  
 I. Milton Roberts,  
 C. Stanley Ruffin,  
 Arthur W. Sawyer,  
 Timothy Shea,  
 Hayward G. Thomas,  
 William T. S. Wardwell,  
 Fred D. Warner,  
 Charles W. Warren,  
 Joseph F. Woods.

## PRESCOTT SCHOOL.

*Boys.*

Charles H. Bailey,  
 Oscar S. Carlisle,  
 Arthur C. Dodge,  
 Thomas W. Eaton,  
 George R. Estee,  
 John B. Fielding,  
 Oscar H. Harmon,  
 Theodore M. Holman,  
 Edward S. Johnson,  
 John C. Waters,  
 James H. White.

*Girls.*

Susie A. Bent,  
 Rebecca E. Dolan,  
 Sarah F. Eaton,  
 Sarah F. Fillebrown,  
 Elizabeth N. Fuller,  
 Marion L. Hammond,  
 Catharine J. Hayes,  
 Martha G. Josselyn,  
 Susanna Mailman,  
 Gertrude E. Merritt,  
 Helen E. Merritt,  
 Eva M. Orne,  
 Martha Ryder,  
 Gertrude E. Snow,  
 Annie C. Southwick.

## QUINCY SCHOOL.

Cornelius Collins,  
 Bartholomew J. Conboye,  
 John F. Crowley,  
 Morris Fishel,  
 James T. Fitzgerald,  
 John J. Gleason,  
 John E. J. Landers,  
 Patrick J. Lorden,  
 Henry F. May,  
 John J. Murphy,  
 Thomas J. O'Daly,  
 Daniel P. O'Neal,  
 John J. Power,  
 Wm. H. J. Reilly,  
 John E. Smith,  
 Cornelius Sullivan,  
 Jeremiah J. Sullivan,  
 Timothy J. Sullivan,  
 John F. Sweeny,  
 John J. Tighe,  
 Dennis J. Welch,  
 Stephen W. Welton.

## RICE SCHOOL.

Albert T. Barrows,  
 Lander M. Bouvé,  
 Charles H. Brigham,  
 Wm. R. Brown,  
 Martin J. Buckley,

Wm. W. Burnham,  
 Fred. B. Carpenter,  
 James E. Carter,  
 Charles F. Cross,  
 Walter B. Curtis,  
 John L. Dill,  
 Aloysius Dooling,  
 Fred. G. Doyle,  
 Thomas E. Fallon,  
 Thomas J. Gateley,  
 Henry A. Gordon,  
 Charles F. Hall,  
 Adolph W. Hausding,  
 Charles C. Hutchins,  
 John H. Johnson,  
 Fred. B. Libbey,  
 Thomas B. Lombard,  
 Edwin M. Lewis,  
 Everett Morss,  
 Joseph E. Nute,  
 Patrick J. O'Brien,  
 Jacob Oppenheimer,  
 George O. Richardson,  
 Harry L. Rice,  
 Charles H. Rosenfield,  
 Otis A. Smith,  
 Sidney F. Squires,  
 Julius W. Strauss,  
 Winfield S. Tufts,  
 William H. Wadley,  
 Frederick L. Wheeler,  
 Stephen H. Whidden,  
 George H. Young.

#### SHERWIN SCHOOL.

##### *Boys.*

Charles E. Boss,  
 George H. Donley,  
 Louis Fox,  
 Patrick J. Gormley,  
 James A. Kelter,  
 Philip G. Lehman,  
 Philip Mintz,  
 John H. Tracy,  
 George P. Vanier,  
 Joseph E. Waitt,  
 Carl J. Youngren.

##### *Girls.*

Marie J. Burrows,  
 Annie T. Bowles,  
 Rosa E. Conaty,  
 Katherine M. Corbett,  
 Alice D. French,  
 Talitha H. Herthel,  
 Katie P. Johnston,  
 Maggie E. Lambert,  
 Maggie C. Madden,  
 Julia F. Murphy,  
 Rosa A. Mitchell,  
 Elizabeth A. Nawn,  
 Anna D. Pierce,  
 Maggie E. Rowe,  
 Betty Sedgwick,  
 Alice M. Simmonds,  
 Clara C. Stein,  
 Grace Sweat,  
 Annie M. Thompson,  
 Delia Watson.

#### SHURTLEFF SCHOOL.

Mary E. Adamson,  
 Jennie E. A. Baker,  
 Mabel S. Bartlette,  
 Maggie F. Brown,  
 Cora M. Chadbourne,  
 Maria L. Cleary,  
 Nellie L. Davis,  
 Minnie G. Day,  
 Lillie H. Dinsmore,  
 Edith M. Dresser,  
 Flora A. Fuller,  
 L. Ellen Geddes,  
 Hattie L. Gogin,  
 Alice D. Goss,  
 S. Florence Hannaford,  
 Katie F. Hayes,  
 Barbara E. Hickey,  
 Judith A. Hinckley,  
 Alice R. Ince,  
 Emma I. Johnston,  
 Ella F. Kimball,  
 Susan M. Lanning,  
 Annie E. Leahy,  
 Grace A. Lucas,

Margaret C. Mackey,  
 Nellie A. Malone,  
 Abby A. Miller,  
 Cora Nickerson,  
 Fannie Noyes,  
 Lillie H. Packard,  
 Nellie M. Packard,  
 Susie C. Porter,  
 Maggie C. Power,  
 Florence M. Richardson,  
 Lucy D. A. Roys,  
 Elsenia Rumrill,  
 A. Linnie Scallan,  
 Cora E. Stratton,  
 Nellie F. Suter,  
 Maude V. Taylor,  
 Katie C. Timmins,  
 Carrie M. Tyner,  
 Alice C. Walker,  
 Amy P. Warren,  
 Josie C. Wilkinson,  
 Mary R. Worth,  
 Jessie E. Wright.

## STOUGHTON SCHOOL.

*Boys.*

Elmer L. Carsley,  
 Frederic R. Crane,  
 George F. Everett,  
 William J. Farrington,  
 George P. Goodwin,  
 Thomas Haley,  
 Henry T. Pope,  
 Randolph P. Roper,  
 Howard Bispham Willis.

*Girls.*

Alice M. Black,  
 Annie M. Eager,  
 Katie A. O'Neil,  
 Edith R. Packard,  
 Ida Copeland Stevens,  
 Edith Swan.

## TILESTON SCHOOL.

*Boys.*

Geo. H. Allen,  
 Jas. A. Irving.

*Girls.*

E. Addie Kerns,  
 Mary A. O'Hern,  
 Mary E. Sumner.

## WARREN SCHOOL.

*Boys.*

Walter A. Adams,  
 Frank Austin,  
 James L. Bolster,  
 John H. Callaghan,  
 Peter A. Dooley,  
 Henry J. Files,  
 S. Dexter Hedge,  
 Silas A. Houghton,  
 Stanwood C. Mariner,  
 Sidney I. Prescott,  
 John Sullivan,  
 Wm. T. Sidley,  
 Thomas E. Todd,  
 Fred. F. Toppam,  
 Edgar D. Tibbetts.

*Girls.*

Nellie M. Bolster,  
 Alma L. Brintnall,  
 Hattie M. Chase,  
 Carrie E. Chapman,  
 Carrie E. Dunclee,  
 Maggie A. Graham,  
 Mary E. Haskell,  
 Ada F. Madden,  
 Emma F. Ramsell,  
 Lizzie Simpson,  
 Mary Ulmer,  
 Louisa H. Whitcomb.

## WELLS SCHOOL.

Louisa M. Bertz,  
 Grace Clark,  
 Carrie A. Cokely,  
 Mary A. Crosse,  
 Emily A. Donovan,  
 Eva A. Hayward,  
 Minnie J. Hildreth,

Jennie G. Johnston,  
Gertrude S. Light,  
Carrie Milliken,  
Rosa B. Murphy,  
Lillian W. Prescott,  
Phila. F. Richardson,  
Martha A. Roberts,  
Carrie B. Stackpole,  
Cecilia M. Washington,  
Lizzie F. Welch,  
Carrie A. Weston.

WINTHROP SCHOOL.

Isabel Adrian,  
Adelaide Almosnimo,  
Augusta Attner,  
Ida Batcheller,  
Gertrude M. Bouvé,  
Margaret G. Brett,  
Margaret C. Brupbacher,  
Margaret Child,  
Katie A. Collins,  
Florence Cooper,  
Maria L. Crawford,  
Mattie Cunningham,  
Antoinette M. Davis,

Bertha Ehrenrich,  
Lillie Ehrlich,  
Etta Forristall,  
Margaret G. Gatcomb,  
Ellen L. M. Gerry,  
Lavinia F. Goodwin,  
Ellen C. Hartnett,  
Alice D. Keniston,  
Winifred Kidney,  
Grace A. Knight,  
Mabel J. Knight,  
Ellen H. Manheimer,  
Charlotte M. F. Moran,  
Annie Murphy,  
Bertha Obst,  
Julia Oettinger,  
Harriet R. Payrow,  
Mary A. Powers,  
Linda J. Randall,  
Lillie B. Ray,  
M. Josephine Sprague,  
Effie J. Squier,  
Abbie De L. Sutherland,  
Nellie F. Walsh,  
Annie Weinberg,  
Emma Zoebisch.

ROSTER  
OF THE  
BOSTON SCHOOL REGIMENT.  
1878.





# ROSTER

OF THE

## BOSTON SCHOOL REGIMENT.

---

*Colonel.* — Hammond V. Hayes (Latin School).

*Lieutenant Colonel.* — Joseph Balch (English High School).

### FIRST BATTALION. — LATIN SCHOOL.

*Major.* — Daniel M. Richardson.

*Adjutant.* — Charles B. Mosely.

*Quartermaster.* — John A. Squire.

*Sergeant-Major.* — William A Hayes.

### COMPANY A.

*Captain.* — George J. Porter.

*First Lieutenant.* — W. H. Deasy.

*Second Lieutenant.* — Everett W. Hatch.

### COMPANY B.

*Captain.* — Thomas C. Batcheler.

*First Lieutenant.* — Alfred C. Lane.

*Second Lieutenant.* — Frederick H. Darling.

### COMPANY C.

*Captain.* — Frederick B. Ferris.

*First Lieutenant.* — Frank E. Burbank.

*Second Lieutenant.* — Edwin C. Jack.

### COMPANY D.

*Captain.* — William H. Page.

*First Lieutenant.* — Geo N. Nichols.

*Second Lieutenant.* — Henry B. Twombly.

### COMPANY E.

*Captain.* — Geo. W. M. Given.

*First Lieutenant.* — J. A. W. Goodspeed.

*Second Lieutenant.* — Geo. A. Stewart.

## COMPANY F.

*Captain.* — Alfred Jenks.

*First Lieutenant.* — Joseph L. Andrews.

*Second Lieutenant.* — Frank E. Butler.

## SECOND BATTALION. — ENGLISH HIGH SCHOOL.

*Major.* — H. G. Chase.

*Adjutant.* — G. D. Braman.

*Quartermaster.* — A. W. Cutting.

*Sergeant-Major.* — C. A. Peterson.

## COMPANY A.

*Captain.* — C. W. Parker.

*First Lieutenant.* — Frank Tenney.

*Second Lieutenant.* — H. M. Saben.

## COMPANY B.

*Captain.* — W. S. Rumrill.

*First Lieutenant.* — Winthrop Alexander.

*Second Lieutenant.* — G. A. Tappan.

## COMPANY C.

*Captain.* — C. F. Webster.

*First Lieutenant.* — G. E. Murphy.

*Second Lieutenant.* — H. S. Draper.

## COMPANY D.

*Captain.* — A. C. Badger.

*First Lieutenant.* — W. S. Smith.

*Second Lieutenant.* — W. A. Finney.

## COMPANY E.

*Captain.* — D. F. Boyden.

*First Lieutenant.* — H. T. Allen.

*Second Lieutenant.* — F. W. Remick.

## THIRD BATTALION. — ENGLISH HIGH SCHOOL.

*Major.* — R. Tilden Gibbons.

*Adjutant.* — Henry H. Frost.

*Quartermaster.* — J. Albert Barker, jr.

*Sergeant-Major.* — C. H. Foster.

## ROSTER OF REGIMENT.

79.

### COMPANY A.

*Captain.* — Fred O. Harriman.  
*First Lieutenant.* — Elmar E. Wood.  
*Second Lieutenant.* — Francis W. Wardner.

### COMPANY B.

*Captain.* — S. L. Jackson.  
*First Lieutenant.* — Eugene P. Carver.  
*Second Lieutenant.* — James J. Hearn.

### COMPANY C.

*Captain.* — Franklin N. Hodgdon.  
*First Lieutenant.* — Herbert Stebbins.  
*Second Lieutenant.* — J. W. J. Comer.

### COMPANY D.

*Captain.* — Henry H. Wyman.  
*First Lieutenant.* — Herbert M. Ford.  
*Second Lieutenant.* — William G. Burbeck.

### FOURTH BATTALION.

*Major.* — Edward W. Pattee (Roxbury High School).  
*Adjutant.* — Charles S. Hamlin (Roxbury Latin School).  
*Quartermaster.* — Frank A. Fowler (Roxbury High School.)  
*Sergeant-Major.* — Mellen J. Haskell (Roxbury Latin School.)

### COMPANY A. — ROXBURY HIGH SCHOOL.

*Captain.* — D. F. Laws.  
*First Lieutenant.* — W. A. Bacon.  
*Second Lieutenant.* — W. C. Hunting.

### COMPANY B. — DORCHESTER.

*Captain.* — Warren J. Lyons.  
*First Lieutenant.* — Geo. B. Smith.  
*Second Lieutenant.* — Charles Z. Southard.

### COMPANY C. — ROXBURY HIGH SCHOOL.

*Captain.* — W. C. Woodward.  
*First Lieutenant.* — V. S. Waugh.  
*Second Lieutenant.* — J. A. Peak.

## COMPANY D. — ROXBURY LATIN SCHOOL.

*Captain.* — G. H. Heilbron.*First Lieutenant.* — E. K. Butler.*Second Lieutenant.* — H. F. Kneeland.

## COMPANY E. — ROXBURY LATIN SCHOOL.

*Captain.* — Percy S. Grant.*First Lieutenant.* — Walter Soren.*Second Lieutenant.* — Wm. T.<sup>e</sup> Lord.

## COMPANY F. — CHARLESTOWN.

*Captain.* — H. B. Ballow.*First Lieutenant.* — H. W. Robinson.*Second Lieutenant.* — A. W. Patch.

## COMPANY G. — BRIGHTON.

*Captain.* — Geo. C. Brock.*First Lieutenant.* — H. F. Rice.*Second Lieutenant.* — F. Burke.

## COMPANY H. — JAMAICA PLAIN.

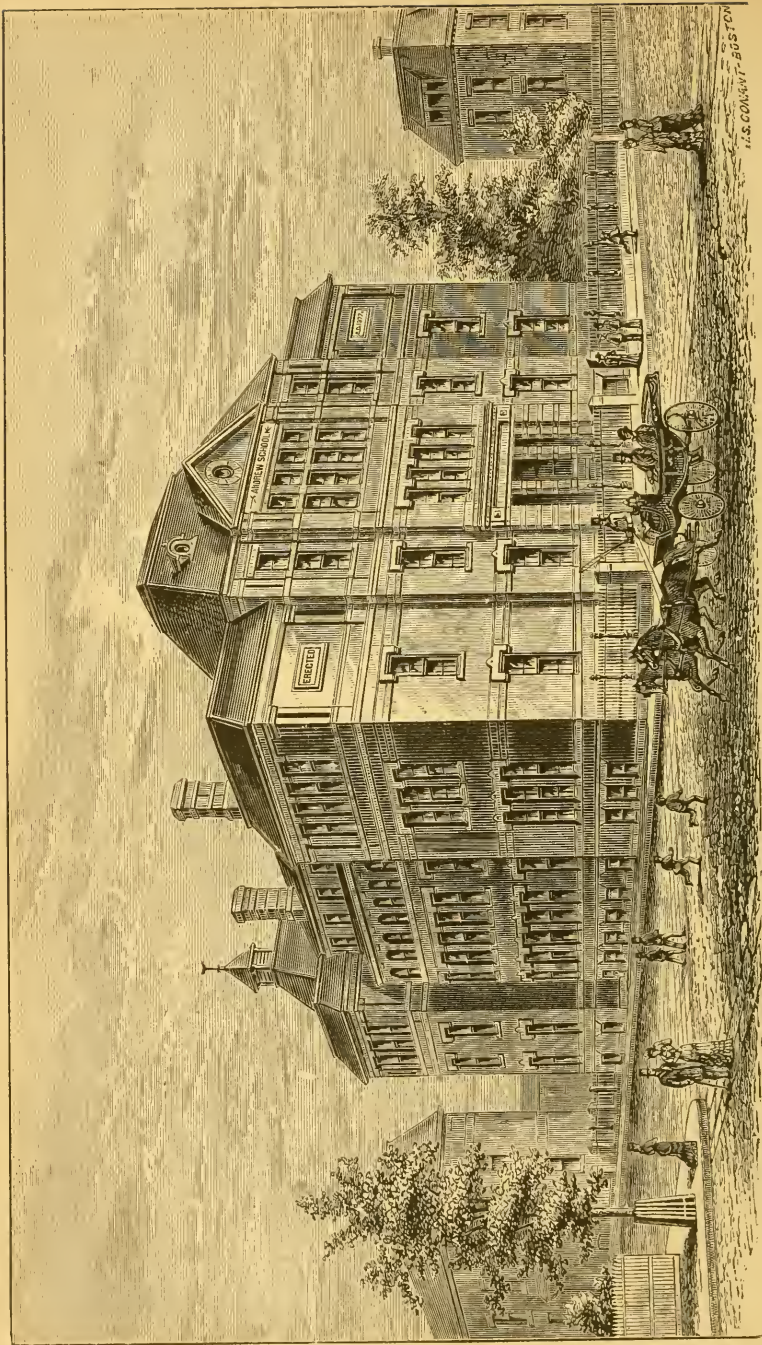
*Captain.* — Dexter C. Whittemore.*First Lieutenant.* — Alvin Smith.*Second Lieutenant.* — Reuben E. Weeks.

DESCRIPTION AND DEDICATION  
OF THE  
ANDREW GRAMMAR SCHOOL-HOUSE.

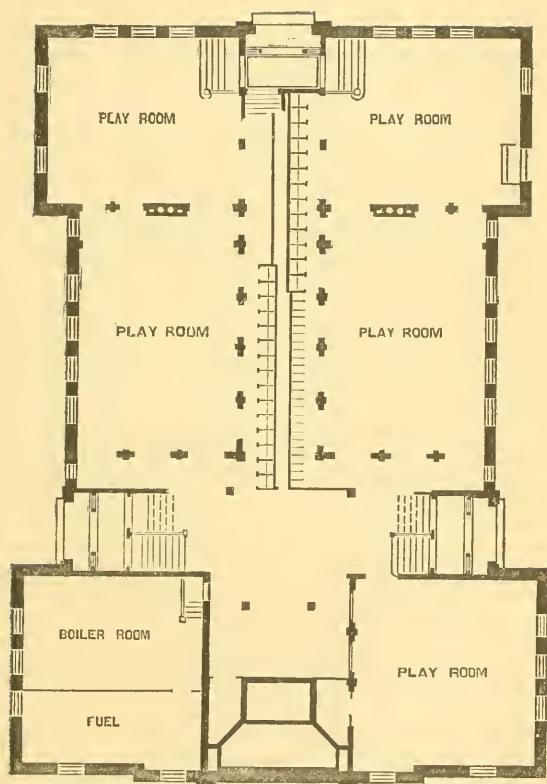




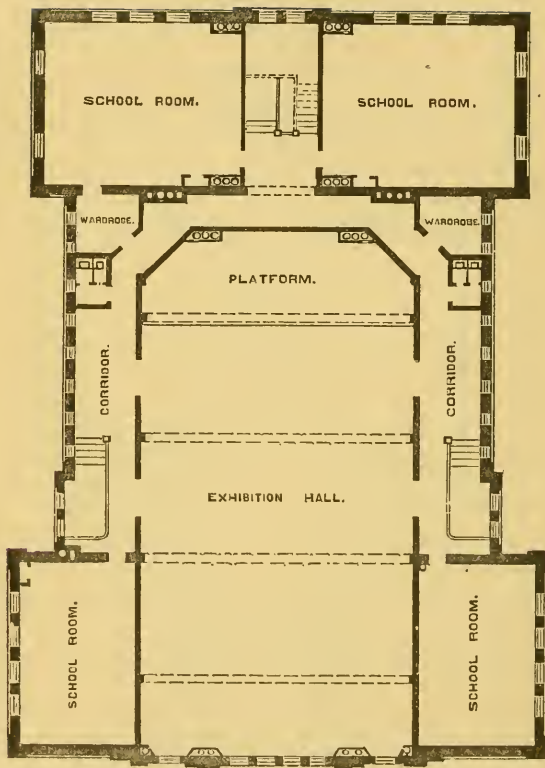




ANDREW SCHOOL.



BASEMENT.



THIRD FLOOR.

## ANDREW GRAMMAR SCHOOL-HOUSE.

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### DESCRIPTION.

This new Grammar-School building, named in honor of the late Governor Andrew, is located at the corner of Dorchester and Rogers streets, South Boston. The building is the most economical, and one of the most convenient structures for school purposes in the city. It is built in the Italian style of architecture, and all the materials used are of the best and most substantial character. The building is three stories in height above the basement, and contains sixteen school-rooms and an exhibition-hall. The corridors are commodious, being connected on the various stories with three sets of staircases, with entrances at the bottom of each. The exhibition-hall, on the third floor, is one of the principal features of the plan. It is 86ft. long by 46ft. wide by 21ft. high; having an elevated platform at one end, and the seats arranged on the auditorium plan, by raising every third seat about 3in. as they recede.

The lighting of the hall is from each side near the ceiling level, with large windows across the front. The basement is devoted to play-rooms and boiler-room, and is nearly a full story above the lot at the rear and on the two sides.

The building has double windows throughout, and is finished in pine, grained in imitation of oak, with

hard-pine floors and staircases. The warming is the indirect steam method, and the system of ventilation is that known as the Miham Patent.

The builders were Messrs. Donahoe Brothers, masons; and Messrs. Holbrook & Harlow, carpenters. The plans and designs were made by the City Architect, George A. Clough, Esq.

The cost of the land was \$34,225; that of the building, \$74,262.38; total cost, \$108,487.38.

#### DEDICATION.

The Andrew Grammar School-house was dedicated June 5, 1878. The large and beautiful hall was filled with pupils, parents, and friends of the school. The platform, which was richly decorated with plants, bouquets, and vines, was occupied by His Honor the Mayor, members of the School Committee, the Superintendent, and the Supervisors, Hon. John D. Long, Rev. James Freeman Clarke, masters of other schools, and prominent friends of education. The exercises opened with the choral, "Let us with a glad-some mind," sung by a select choir of the school, under the direction of Mr. H. E. Holt, instructor in music. Prayer was offered by the Rev. J. H. Twombly, D.D., after which the three-part song, "Snow and ice are gone," was sung by the pupils.

#### DELIVERY OF THE KEYS.

In the absence of the Chairman of the Committee on Public Buildings, Nahum Chapin, Esq., Chairman of the Committee on School-houses, in a few per-



minent remarks, then delivered the keys to His Honor Mayor Pierce, who accepted them with an appropriate address, in which he spoke of the great value of character, and commended the noble example of the lamented Governor Andrew as worthy of imitation. He concluded by passing the keys to Warren P. Adams, Esq., Chairman of the Sixth Division, who spoke as follows:—

ADDRESS OF WARREN P. ADAMS, ESQ.

MR. MAYOR: It is with a keen sense of the responsibility with which I am herewith invested, that I accept, at your hands, on behalf of the Division Committee, these symbols of authority over this building. This munificent contribution to the cause of learning merits the thanks of this community, while it warms the heart and stirs the pride of every friend of education who visits this spacious and beautiful edifice.

As the official head of this city, I beg you to accept, sir, our warmest gratitude for the taste, skill, and liberality with which our largest demands have here been met. It is a felicitous circumstance, that, during your former administration, the system of providing for the erection of school buildings by a direct tax levy was inaugurated, and that this building which we dedicate to-day was the first school-house for which an appropriation was made in pursuance of that policy.

Five years have passed since the inception of this project. With varying circumstances have we labored for this end, and now our dream of earlier years is an accomplished fact. Old things have passed away, and all things have become new. The narrow, cramped, and ill-ventilated rooms and buildings have been supplanted by spacious halls, ample school-rooms, and all the arrangements for light, heat, and every possible convenience and comfort.

Well may we congratulate ourselves that we live under a government so beneficent, whose thoughtfulness and generosity have been so amply exhibited.

On behalf of the committee, I congratulate the teachers and

pupils that the disparaging conditions under which their work has thus far been accomplished no longer exist; but have been exchanged for others so favorable. I congratulate the parents and the citizens in this community on the erection of such a beautiful temple of learning in their midst.

Then turning to Mr. Waterman, the master of the school, he said:—

To you, sir, I now intrust these keys, and give into your charge the official care of this building. In the long and faithful discharge of your duties for years past, I recognize the fullest guaranty that the tender plants which have grown and flourished under your fostering care will find a generous development as the years come on. Guard them in the future as zealously and as watchfully as you have in the past; seeing to it that, with sound minds in sound bodies, these pupils go forth from your guiding and moulding hand an honor to themselves and to the city which so generously cares for them, and a glorious consummation of all your solicitude and labors.

#### RESPONSE OF MR. LEANDER WATERMAN.

MR. CHAIRMAN: It is with peculiar pleasure that I receive from your hands the keys of this commodious, convenient, well-constructed building. I esteem it one of the especial felicities of this occasion that I receive them at the hands of the same person who nine years ago first introduced me to a Boston school, and who four years later conveyed to me the pleasing intelligence of my election as master of this district.

I need not recount the trials since that time. Our schools have occupied halls, chapels, dwelling-houses, attics, cellars. Sometimes the children have made a hasty exit through the windows to escape the rapidly incoming tide; always the air has reminded us of all the horrors of the middle passage. And, therefore, I say it is with peculiar pleasure that we welcome this new life and this larger liberty.

I am not unmindful of the increased responsibility which these enlarged accommodations bring. Boston is noted for its manufactories; but what manufactory is here? To some, ere they entered,



it seemed but a pile of brick and of stone. There were those, who, with the eye of faith, looking beyond externals, saw written upon the walls these words: "Character Built Here."

In after years let it not so much be asked of this school, What is the per cent. of its pupils in the various branches? as that other more momentous question, What is the *character* of the school? For of more concern is it to the city that the pupils become good and useful citizens, than that they be great scholars; of more moment to the State that they be patriotic, than that they be wise.

This district is classic ground. Every inch is hallowed by association with the heroic dead. How the deeds of Samuel Dexter, of Gen. Ward, of Com. Preble, pass in review as we tread these streets! Yonder, the heights from whose summit Washington first saw the backs of the retreating foe. Here the house,—his head-quarters,—and the whole village honored with his name. Surely, if patriotism, if love of country, if all that tends to good citizenship, is not here inborn, inbred, and indoctrinated by the daily teaching in the school, it is not for want of external suggestion. And, then, over the very portal as you enter, the name of Andrew;—a name that should infuse new life and energy into the work of every teacher who daily enters here;—a name that should be an incentive to duty, and an inspiration to a higher life for every pupil:

Teachers, let us order our work that all the pupils may so imitate the noble example of Andrew, that devotion to duty be inwoven into their characters; so that whether amid the shock and the turmoil of the battle, or in the quiet walks of peace, in the shop, on the farm, in the counting-room, they be always true to their colors, faithful stewards of every trust committed to their charge; ever bearing in mind that

" Powers depart,  
Possessions vanish, and opinions change,  
And passions hold a fluctuating seat;  
But, by the storms of circumstance unshaken,  
And subject neither to eclipse nor wane,  
DUTY EXISTS."

Parents, when the news flashed along the wires that Massachusetts soldiers were lying dead in the streets of a distant city, our

sainted governor replied, "Care for them tenderly." In that same spirit do we receive your children, caring for them tenderly. Let us labor together in the future with that harmony which has so characterized the past. Visit us often. Let your children see that you are earnestly coöperating with us, and that your efforts and aspirations are one with ours. Let us all do for them what we can. The time is short. This is their inheritance. Let them remain and enjoy the full fruition.

And now, Mr. Chairman, in accepting this trust, I can only say, that for myself and for those associated with me, we pledge our earnest endeavor to make this school worthy of the grand old city in which it stands, worthy of the honored name it bears.

The Dedicatory Hymn, written for the occasion by Professor Benjamin F. Tweed, was then sung : —

#### DEDICATORY HYMN.

How much of all we call our own,  
Heroes and martyrs won !  
Ours but in trust ; — from age to age,  
Bequeathed from sire to son ;  
The altar where we praise and pray  
Is shaded by a cross ;  
The richest blessings we enjoy  
Are ours by others' loss.

The freedom that we fondly boast,  
And claim of heavenly birth,  
Has filled the land with war's alarms.  
And bathed with blood the earth.  
But not on battle-field alone  
Are life's great victories won :  
All shall receive the laurel wreath,  
Whose work is nobly done.

He whose inspiring lips and tongue  
Have fired a people's thought  
To deeds of daring for the right,  
In freedom's cause had wrought ;  
Then "tenderly" we'll bear the name  
Of "Andrew" in our heart, —

A talisman, come weal, come woe;  
To act a noble part.

With grateful memories of the past,  
Hopes of the future, bright,  
We dedicate this temple fair  
To learning's pure delight.  
May knowledge here to eager eyes  
Unroll her ample page, —  
A light to guide in wisdom's ways,  
From youth to hoary age.

Brief addresses were delivered by Hon. John D. Long, Rev. James Freeman Clarke, Dr. Samuel Eliot, Superintendent of Schools, and Supervisor John Kneeland. The three-part song, "Softly, Gently Breaking," was then sung by the choir with fine effect; after which addresses were made by Hon. Wm. H. Learnard, Jr. (Vice-President), Rev. George A. Thayer, Messrs. Wm. T. Adams, and Wm. C. Collar, members of the School Board. The audience then united with the choir in singing "Old Hundred," which closed the exercises.



ORGANIZATION  
OF THE  
SCHOOL COMMITTEE,  
FOR 1878.



## SCHOOL COMMITTEE FOR 1878.

---

HON. HENRY L. PIERCE, Mayor, *ex officio*.

[Term expires January, 1879.]

Warren P. Adams,	Godfrey Morse,
George A. Thayer,	Abby W. May,
Charles C. Perkins,	John J. Hayes,
John G. Blake,	Thomas M. Brewer, <sup>1</sup>
John B. Moran,	William C. Williamson. <sup>2</sup>

[Term expires January, 1880.]

Charles L. Flint,	Henry P. Bowditch,
F. Lyman Winship,	William J. Porter,
William H. Finney,	John W. Ryan,
Ezra Palmer, <sup>3</sup>	George M. Hobbs.

[Term expires January, 1881.]

Lucia M. Peabody,	George H. Plummer,
William T. Adams,	William H. Learnard, Jr. <sup>4</sup>
Warren Fletcher,	Abram E. Cutter,
Nahum Chapin,	William C. Collar.

---

<sup>1</sup> Elected to fill vacancy caused by death of Dr. Ezra Palmer.

<sup>2</sup> Elected to fill vacancy caused by resignation of Mr. William H. Learnard, Jr.

<sup>3</sup> Deceased.

<sup>4</sup> Resigned Sept 10, 1878.



## OFFICERS OF THE BOARD.

---

### *President.*

HON. HENRY L. PIERCE, *Mayor.*

### *Vice-President.*

HON. WILLIAM H. LEARNARD, JR.<sup>1</sup>

### *Secretary and Auditing Clerk.*

GEORGE A. SMITH.

### *Superintendent.*

SAMUEL ELIOT.

### *Supervisors.*

BENJAMIN F. TWEED,  
SAMUEL W. MASON,  
ELLIS PETERSON,

LUCRETIA CROCKER,  
JOHN KNEELAND,  
GEORGE M. FOLSOM.

### *Messenger.*

ALVAH H. PETERS.

Rooms of the Board open from 9 o'clock till 5 o'clock. Saturdays, from 9 o'clock till 2 o'clock.

Office hour of the Secretary and Auditing Clerk, from 12½ o'clock to 1½ o'clock.

Office hour of the Superintendent, from 12½ o'clock to 1½ o'clock.

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<sup>1</sup> William H. Finney elected Vice-President, September 10, 1878.

## TRUANT OFFICERS.

The following is the list of the Truant Officers, with their respective districts, and with the school sections embraced in each district : —

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole, <i>Chief</i> . C. E. Turner.	North. East Boston.	Eliot, Hancock. Adams, Chapman, Lyman, and Emerson.
Geo. M. Felch.	Central.	Bowdoin, Winthrop, Phillips, and Brimmer.
George Murphy.	Southern.	Bowditch, Quincy, and Lawrence.
James Bragdon.	South Boston.	Bigelow, Gaston, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh. E. F. Mecuen.	Roxbury, East Dist. Roxbury, West Dist.	Lewis, Dudley, and Dearborn. Comins, Sherwin, Lowell, and Dudley ; <i>Girls</i> .
Jeremiah M. Swett.	Dorchester, Northern District.	Everett, Mather, and Andrew.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, and Minot.
Charles S. Woofindale.	Charlestown, West District.	Frothingham, Harvard, and Wells.
Sumner P. White.	Charlestown, East District.	Warren, Bunker Hill, Prescott, and High.
Warren J. Stokes.	West Roxbury.	Central, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Allston.
Warren A. Wright, Superintendent of Licensed Minors.		

TRUANT OFFICE, 30 PEMBERTON SQUARE.

The Chief Officer and Superintendent of Licensed Minors are in attendance every school day from 12 to 1 ; other officers, the first and third Mondays each month, at 4 P.M. Order boxes will be found at the several school-houses, and at police stations 1, 3, 4, 5, 6, 7, 13, and 14.

## STANDING COMMITTEES.

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### *Accounts.*

Godfrey Morse, *Chairman.* William T. Adams,  
Warren P. Adams, Warren Fletcher,  
F. Lyman Winship.

### *Supplies.*

William H. Finney, *Chairman.* George H. Plummer,  
Nahum Chapin, John W. Ryan,  
William T. Adams.

### *Deaf-Mutes.*

Thomas M. Brewer, *Chairman.* John W. Ryan,  
F. Lyman Winship.

### *Drawing.*

Charles C. Perkins, *Chairman.* Lucia M. Peabody,  
George A. Thayer, Charles L. Flint,  
Abram E. Cutter.

### *Elections.*

George A. Thayer, *Chairman.* William H. Finney,  
George M. Hobbs.

### *Evening Schools.*

Warren Fletcher, *Chairman.* John J. Hayes,  
Warren P. Adams, William J. Porter.  
George M. Hobbs.

*Examinations.*

George A. Thayer, *Chairman.* John B. Moran,  
Charles L. Flint, Lucia M. Peabody,  
William C. Collar.

*Kindergarten Schools.*

John G. Blake, *Chairman.* Lucia M. Peabody,  
Henry P. Bowditch.

*Licensed Minors.*

William J. Porter, *Chairman.* George A. Thayer,  
Nahum Chapin.

*Military Drill.*

Godfrey Morse, *Chairman.* Warren Fletcher,  
John J. Hayes.

*Music.*

Charles C. Perkins, *Chairman.* John G. Blake,  
F. Lyman Winship, Abby W. May,  
Warren P. Adams.

*Nominations.*

William T. Adams, *Chairman.* George H. Plummer,  
William J. Porter, Henry P. Bowditch,  
George A. Thayer.

*Rules and Regulations.*

William H. Finney, *Chairman.* Abby W. May,  
Wililam T. Adams, Warren P. Adams,  
George M. Hobbs.

*Salaries.*

Godfrey Morse, *Chairman.* William T. Adams,  
George H. Plummer, Nahum Chapin,  
John J. Hayes.

*School-Houses.*

Nahum Chapin, <i>Chairman.</i>	John B. Moran,
George H. Plummer,	Henry P. Bowditch,
F. Lyman Winship.	

*Sewing.*

F. Lyman Winship, <i>Chairman.</i>	Lucia M. Peabody,
Nahum Chapin,	John W. Ryan,
Warren P. Adams.	

*Truant Officers.*

The Mayor, <i>Chairman.</i>	John W. Ryan,
Warren Fletcher,	Abram E. Cutter,
William C. Williamson.	

*Text-Books.*

George A. Thayer, <i>Chairman.</i>	Godfrey Morse,
John G. Blake,	William C. Collar,
Thomas M. Brewer.	

# NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES, 1878.

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## *Normal School.*

George A. Thayer, <i>Chairman.</i>	George M. Hobbs,
Abby W. May,	John B. Moran,
William C. Williamson.	

## *High Schools.*

Charles L. Flint, <i>Chairman.</i>	Godfrey Morse,
Abby W. May,	Henry P. Bowditch,
William C. Collar.	

## *First Division.*

George H. Plummer, <i>Chairman.</i>	Nahum Chapin,
Warren Fletcher,	William J. Porter,
Abram E. Cutter.	

## *Second Division.*

Nahum Chapin, <i>Chairman.</i>	William H. Finney,
Warren Fletcher,	Charles C. Perkins,
Abram E. Cutter.	

## *Third Division.*

Charles C. Perkins, <i>Chairman.</i>	Thomas M. Brewer,
William J. Porter,	George H. Plummer,
William C. Williamson.	

*Fourth Division.*

Godfrey Morse, <i>Chairman.</i>	John G. Blake,
Abby W. May,	Thomas M. Brewer,
John J. Hayes.	

*Fifth Division.\**

Godfrey Morse, <i>Chairman.</i>	John J. Hayes,
Charles L. Flint,	William C. Collar,
William T. Adams.	

*Sixth Division.*

Warren P. Adams, <i>Chairman.</i>	John G. Blake,
George A. Thayer,	John W. Ryan.
William C. Collar.	

*Seventh Division.*

George M. Hobbs, <i>Chairman.</i>	John B. Moran,
Lucia M. Peabody,	John W. Ryan,
William H. Finney.	

*Eighth Division.*

F. Lyman Winship, <i>Chairman.</i>	William T. Adams,
Henry P. Bowditch,	

*Ninth Division.*

William T. Adams, <i>Chairman.</i>	Warren P. Adams,
William H. Finney.	

# SCHOOL DOCUMENT NO. 4.

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THIRTY-THIRD SEMI-ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.

MARCH, 1878.



BOSTON :  
ROCKWELL AND CHURCHILL, CITY PRINTERS,  
No. 39 ARCH STREET.  
1878.





# REPORT.

*To the School Committee of Boston: —*

In conformity with the requirements of your Regulations, I respectfully submit the following as my Forty-fifth Report, the Thirty-third of the semi-annual series: —

*Summary of Attendance for the half-year ending January 31, 1878.*

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Normal . . . . .	1	4	92	90	2	98	89
High . . . . .	8	89	2,118	2,025	93	95	2,103
Grammar . . . . .	49	578	24,891	23,473	1,418	94	24,913
Primary . . . . .	410	410	20,396	18,694	1,702	92	21,102
Totals . . . . .	468	1,081	47,497	44,282	3,215	95	48,207

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Licensed Minors . . . . .	2	2	70	62	8	88	70
Horace Mann School . . . . .	1	9	73	..	..	..	..
Kindergarten . . . . .	1	2	35	32	3	90	36
Evening High . . . . .	1	12	1,250	497	..	..	..
Evening . . . . .	16	114	1,935	1,094	..	..	..
Evening Drawing . . . . .	6	16	899	319	..	..	..
Totals . . . . .	27	155	4,262	2,004	11	178	106

THE NUMBER OF PUPILS TO A TEACHER.

The following table shows the average number of pupils to a teacher during the last half-year in the several grades of schools, as compared with the number during the corresponding six months of the preceding year:—

SCHOOLS.	PUPILS TO A TEACHER.		SCHOOLS.	PUPILS TO A TEACHER.	
	1877.	1878.		1877.	1878.
Primary . . . . .	49.7	48.1	Elementary Evening * . .	11.0	9.8
Grammar * . . . . .	50.6	50.7	Evening Drawing . . . .	25.7	23.0
High . . . . .	23.6	27.3	Deaf-Mute . . . . .	8.1	8.5
Normal . . . . .	23.0	25.7	Licensed Minors . . . .	33.5	32.5
Evening High * . . . . .	33.0	35.7	Kindergarten . . . . .	2.5	17.0

According to the present provisions of the Regulations, the maximum number of pupils to a teacher in the several grades and descriptions of schools (excepting the Deaf-Mute and Licensed Minors' Schools, and the Kindergarten, in which the number is not fixed) is as follows:—

Primary . . . . .	56
Grammar (principal not counted) . . . . .	56
High, mixed (principal not counted) . . . . .	30
High, unmixed (principal not counted) . . . . .	35
Normal (principal not counted) . . . . .	30
Evening (principal not counted) . . . . .	15
Evening Drawing . . . . .	30

\* Principal not counted.

## NORMAL SCHOOL.

The number of regular teachers in this school the last half-year was 3, and the average number of pupils was 92.

In my last report I suggested that a limited number of the graduates be appointed as supernumerary teachers, to act as substitutes whenever called upon to do so, and that, when not so employed, they be required to be in attendance at the Normal School.

This suggestion having been referred to a committee the following orders relating to the matter were reported and adopted:—

That the Committee on the Normal School be authorized to assign candidates who are normal graduates to schools for practice without expense to the city.

That principals, in whose schools graduates of the Boston Normal School are employed as substitutes, be instructed to report to the Head-Master of the Normal School, at the close of each month, the name and success of such substitute; and that the Secretary of the Board furnish blanks for the same.

The requirements of these orders have been carried into effect.

The plan inaugurated last year, of providing in connection with this school special courses of instruction and training in methods of teaching particular branches, for teachers of different grades who are already in the service, has been in operation during the past winter with increased interest and success.

The courses for the teachers to be given this year included Geometrical, Perspective, Freehand, and Model Drawing, and Design, lessons in Physics, Physiology, Psychology, Geography, History, Reading, and Penmanship; also lessons in Illustrative Drawing from the blackboard.

The courses in Physics and Physiology have been finished. They were attended by an average of about 250 teachers. The courses in Geometrical and Perspective Drawing, and in Geography and Psychology, are now in progress.

#### HIGH SCHOOLS.

The attendance at these schools, during the last half-year, was as follows: —

The average whole number of pupils belonging was 2,118, — boys 1,167, and girls 951, — against 2,171, — boys 1,238 and girls 933, — for the corresponding six months of the preceding year. The average daily attendance was 2,025, against 2,054; and the average percentage of attendance, 95.5, against 94.6. The number of regular teachers was 74: males 36 and females 38. Besides these there were special teachers of gymnastics, military drill, drawing, music, French, and German.

The following table shows the number of regular teachers, the average number of pupils, and the average number of pupils to a regular teacher in each of the High Schools, during the half-year ending January 31, 1878: —

SCHOOLS.	No. of Reg. Teachers.	Average No. of pupils.	Av'ge No. of pupils to a Regular Teacher.
Latin.....	13	427	32.8
English High.....	16	479	29.9
Girls' High.....	18	600	33.3
Roxbury High.....	7	174	24.6
Dorchester High.....	5	111	22.2
Charlestown High.....	8	178	22.3
West Roxbury High.....	4	86	21.5
Brighton High.....	3	63	21.0
Totals.....	74	2,118	28.6

The following table shows the classification of the High Schools January 31, 1878: —

SCHOOLS.	Advanced.	CLASSES, or years in the course, the first being highest.								Total.
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	
Latia . . . . .	...	22	22	33	80	43	112	64	42	418
English High . . . . .	8	99	138	217	...	...	...	...	...	462
Girls' High . . . . .	39	104	134	305	...	...	...	...	...	582
Roxbury High . . . . .	73	44	35	63	...	...	...	...	...	215
Dorchester High . . . . .	11	31	31	35	...	...	...	...	...	108
Charlestown High . . . . .	20	55	37	60	...	...	...	...	...	172
West Roxbury High . . . . .	17	19	20	27	...	...	...	...	...	83
Brighton High . . . . .	...	14	27	22	...	...	...	...	...	63
Totals . . . . .	131	351	461	732	167	43	112	64	42	2,103
Percentage . . . . .	.06	.17	.22	.35	.08	.02	.05	.03	.02	1.00

## GRAMMAR SCHOOLS.

The attendance at these schools during the last half-year was as follows:—

The average whole number of pupils belonging was 24,891: boys 13,013, and girls 11,878; the average daily attendance was 23,473, and the per cent. of attendance 94.3. The whole number of regular teachers was 541, an increase of three female teachers and one male teacher, as compared with the number at the end of the corresponding six months of the preceding year. But, as there was an increase of 638 pupils, the number of pupils to a teacher rose from 49.7 to 50.6.

The following tables show the classification of the Grammar Schools in respect to grade and age, January 31, 1878, as compared with that of January 31, 1874:—

CLASSES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	1,708	.07	1,572	.06
Second Class.....	2,647	.11	2,558	.10
Third Class .....	3,572	.15	3,673	.15
Fourth Class .....	4,305	.18	4,594	.19
Fifth Class .....	5,344	.23	5,821	.23
Sixth Class.....	6,035	.26	6,695	.27

AGES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
Under eight years .....	111	.005	56	.002
Eight years .....	979	.04	879	.03
Nine years.....	2,485	.10	2,605	.11
Ten years .....	3,650	.15	4,103	.17
Eleven years.....	3,964	.17	4,328	.17
Twelve years .....	4,162	.18	4,171	.17
Thirteen years .....	3,722	.16	3,659	.15
Fourteen years.....	2,678	.11	2,733	.11
Fifteen years and over .....	1,860	.08	2,379	.09

From the foregoing tables, taken in connection with those of the same kind presented in the preceding reports, it appears that the Grammar Schools have not, since 1874, quite maintained the standard then reached in respect to the percentage of pupils in the upper classes. There are now *six* per cent. in the first class against *seven* per cent. four years ago. At the same time there has been an increase in the percentage of pupils who are fifteen years of age and upwards. We find, also, that the number of graduates in the years 1876 and 1877 falls considerably below the number in the years 1874 and 1875. This is the result, probably, of the adoption of the plan of a uniform examination for graduation. Few candidates have been rejected, but the principals are cautious in promoting to the first class such pupils as are not pretty sure of succeeding.



The following table shows the number of teachers, exclusive of principals, and the average number of pupils to a teacher (not counting the principal), in each Grammar School, for the half-year ending January 31, 1878:—

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	10	504	50.4	Hancock....	11	531	48.2
Allston .....	7	329	47.0	Harris.....	4	227	56.9
Andrew.....	10	495	49.5	Harvard ...	10	526	52.6
Bennett ....	5	280	56.0	Hillside ....	5	270	54.0
Bigelow.....	15	739	49.2	Lawrence ..	18	883	49.1
Bowditch....	8	343	42.9	Lewis.....	11	588	53.5
Bowdoin.....	9	426	47.3	Lincoln ....	12	600	50.0
Brimmer....	15	736	49.0	Lowell.....	9	465	51.6
Bunker Hill.	11	570	51.8	Lyman ....	11	572	51.9
Central .....	6	311	51.8	Mather ....	7	315	45.0
Chapman....	11	538	48.9	Minot . ....	5	230	46.0
Chas. Sumner	4	211	52.7	Mt. Vernon.	3	146	48.6
Comins.....	12	727	60.5	Norcross....	12	655	54.6
Dearborn....	17	868	51.1	Phillips ....	14	721	51.5
Dudley ( <i>Boys</i> )	8	419	52.3	Prescott....	9	440	48.8
Dudley ( <i>Girls</i> )	6	310	51.6	Quincy.....	11	625	56.8
Dwight.....	10	543	54.3	Rice .....	12	597	49.7
Eliot.....	16	780	48.7	Sherwin....	17	852	50.1
Emerson....	13	662	50.9	Shurtleff....	14	671	47.9
Everett .....	14	691	49.4	Stoughton..	5	222	44.4
Everett, Dor.	7	378	54.0	Tileston....	1	67	67.0
Franklin....	14	726	51.9	Warren ....	12	585	48.7
Frothingham	11	525	47.7	Wells.....	9	441	49.0
Gaston . ....	9	420	46.6	Winthrop...	18	889	49.4
Gibson .....	4	242	60.5	Totals .....	492	24,891	50.6

## PRIMARY SCHOOLS.

The attendance at these schools during the last half-year was as follows: —

The average whole number of pupils belonging was 20,396: boys 10,902, and girls 9,494; the average daily attendance was 18,694; and the per cent. of attendance was 91.6.

During the past year the increase in the number of pupils has been 485, and the increase in the number of teachers has been 7, so that the whole number of instructors in this class of schools, at the present time, is 410. The average number of pupils to a teacher was 49.7 against 49.4 for the corresponding six months of the preceding year. The number of pupils promoted to the Grammar Schools in January was 2,676, averaging 6.5 to a school, which is a slight gain on the number of a year ago.

The following table indicates the average number of pupils to a teacher during the twelve years from 1867 to 1878, inclusive: —

YEARS.	No. of Pupils.	YEARS.	No. of Pupils.
1867.....	47.8	1873.....	43.5
1868.....	47.4	1874.....	44.3
1869.....	46.8	1875.....	43.9
1870.....	45.9	1876.....	45.4
1871.....	45.8	1877.....	49.4
1872.....	43.9	1878.....	49.7

The following tables show the classification of the Primary Schools in respect to grade and age, January 31, 1878, as compared with that of January 31, 1874:—

CLASSES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	3,131	.16	3,193	.15
Second Class.....	2,992	.15	3,082	.15
Third Class .....	2,946	.15	3,054	.14
Fourth Class .....	2,856	.15	3,290	.16
Fifth Class.....	2,930	.15	3,204	.15
Sixth Class.....	4,665	.24	5,279	.25

AGES.	1874.		1878.	
	Number.	Per cent.	Number.	Per cent.
Five years of age .....	2,790	.14	2,990	.14
Six years of age .....	4,404	.23	4,581	.22
Seven years of age.....	4,604	.24	4,990	.23
Eight years of age.....	4,162	.21	4,357	.21
Nine years of age and over ...	3,560	.18	4,184	.20

It appears that 44 per cent. of the pupils of the Primary Schools are in the three upper classes, while 56 per cent. of them are in the three lower classes. This is certainly a very good showing, but it is not quite up to the standard reached in 1874.

The following table shows the number of Primary pupils in each district, and the average number of pupils to a school or teacher, during the half-year ending January 31, 1878:—

DISTRICTS.	No. of Schools.	Av. whole No. of pupils.	No. of pupils to a School.	DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.
Adams .....	7	337	48.1	Hancock .....	16	763	47.7
Allston .....	5	231	46.2	Harris .....	3	133	44.3
Andrew .....	7	387	55.3	Harvard .....	13	652	50.1
Bennet .....	4	198	49.5	Hillside .....	4	161	40.2
Bigelow .....	12	592	49.3	Lawrence .....	21	1,085	51.6
Bowditch .....	11	519	47.2	Lewis .....	11	543	49.3
Bowdoin .....	12	576	48.0	Lincoln .....	7	367	52.4
Brimmer .....	11	540	49.1	Lowell .....	10	520	52.0
Bunker Hill ...	11	526	47.8	Lyman .....	8	383	47.9
Central .....	4	170	42.5	Mather .....	4	232	58.0
Chapman .....	10	541	54.1	Minot .....	4	145	36.2
Charles Sumner	5	217	43.4	Mt. Vernon ...	3	95	31.6
Comins .....	17	992	53.1	Norcross .....	7	344	49.1
Dearborn .....	17	893	52.5	Phillips .....	6	241	40.2
Dudley ( <i>Boys</i> )	8	418	52.2	Prescott .....	6	302	50.3
Dudley ( <i>Girls</i> )	..	..	..	Quincy .....	7	355	50.7
Dwight .....	6	276	46.0	Rice .....	7	348	49.7
Eliot .....	14	629	44.9	Sherwin .....	15	755	50.3
Emerson .....	9	472	52.4	Shurtleff .....	7	357	51.0
Everett .....	11	635	57.7	Stoughton ....	2	119	59.5
Everett, Dor...	6	300	50.0	Tileston .....	1	36	36.0
Franklin .....	13	648	49.8	Warren .....	8	439	54.9
Frothingham ..	9	480	53.3	Wells .....	12	586	48.8
Gaston .....	9	441	49.0	Winthrop .....	6	323	53.7
Gibson .....	4	184	46.0	Totals .....	410	20,396	49.7

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools [January, 1878], and the average number of promotions to each school in the respective districts: —

DISTRICTS.	No of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams .....	7	25	3.5	Harris .....	3	26	8.6
Allston .....	5	18	3.6	Harvard .....	13	84	6.5
Andrew .....	7	65	13.0	Hillside .....	4	22	5.5
Bennett .....	4	33	8.2	Lawrence ....	21	159	7.6
Bigelow .....	12	93	7.7	Lewis .....	11	81	7.3
Bowditch .....	11	78	7.1	Lincoln .....	7	40	5.7
Bowdoin .....	12	77	6.4	Lowell .....	10	75	7.5
Brimmer .....	11	69	6.2	Lyman .....	8	43	5.4
Bunker Hill...	11	63	5.7	Mather .....	4	21	5.2
Central .....	4	30	7.5	Minot .....	4	24	6.0
Chapman .....	10	73	7.3	Mt. Vernon..	3	..	..
Charles Sumner	5	..	..	Norcross .....	7	48	6.8
Comins .....	17	99	5.8	Phillips .....	6	42	7.0
Dearborn .....	17	50	2.9	Prescott .....	6	30	5.0
Dudley ( <i>Boys</i> )	8	72	9.0	Quincy .....	7	36	5.1
Dwight .....	6	44	7.3	Rice .....	7	48	6.8
Eliot .....	14	83	5.9	Sherwin .....	15	96	6.4
Emerson .....	9	56	6.2	Shurtleff .....	7	52	7.4
Everett .....	11	91	8.2	Stoughton ...	2	22	11.0
Everett, Dor...	6	43	7.2	Tileston .....	1	..	..
Franklin .....	13	88	6.7	Warren .....	8	66	8.2
Frothingham ..	9	49	5.4	Wells .....	12	92	7.7
Gaston .....	9	62	6.9	Winthrop ....	6	57	9.5
Gibson .....	4	64	16.0				
Hancock .....	16	87	5.4	Totals .....	410	2,676	6.5

## SPECIAL SCHOOLS.

It has not been the custom to present in this mid-year report, the statistics in detail of the Special Schools. A statistical summary of the attendance of these schools has been presented on the first pages of the report. By comparing this summary with that of last year, it appears that one additional evening drawing school has been opened, making the whole number of Special Schools at the present time 27. There has also been an increase of the number of pupils in attendance. Up to the 31st of January the average attendance has been 2,004 against 1,918 for the corresponding portion of the preceding year. On the other hand, there has been a decrease in the number of teachers, the whole number at the date above named being 155, which is less by 22 than that of last year. This decrease is found in the Elementary Evening Schools, and it would seem that a still further reduction might be made, for it appears that there are in these schools only about an average of 9 pupils to a teacher. On the other hand, the Evening High School shows an average attendance of over 40 pupils to a teacher. This school has been constantly growing in numbers and usefulness. The average attendance the present year has been 497 against 352 for last year. It evidently meets a real want in the community, and the time is not distant, I imagine, when there will be a demand for more than one school of this description.

## THE PROGRESS OF THE SYSTEM.

The history of the improvements which have been introduced into the Boston system of public instruction since my connection with it as Superintendent began, may be found, by those desiring information on the subject, in the record of the proceedings of the Board and in the twenty-one volumes of the Annual Reports of the Board, from 1857 to 1877 inclusive, comprising the reports of the committees on the annual report, numerous reports of standing and special committees, my own forty-five regular reports, and several special reports, and other matter of different descriptions. My twenty-ninth semi-annual report contains a somewhat extended review of the growth and progress of the system from 1856 to 1874; an examination of the documents above named would reveal the series of suggestions, discussions, efforts, and experiments which have resulted in those changes in the system wherein it differs from what it was a score of years ago. I do not purpose to attempt, in this report, to even enumerate the steps of progress by which that difference has been brought about, but shall content myself with the remark that those changes which have been introduced have been in the main in accordance with the most approved opinions on the subject of education. I do not intend, however, to be understood as including in these remarks the present system of examining the schools.

## THE PRESENT CONDITION OF THE SCHOOLS.

The condition of the schools in respect to matters which are susceptible of representation by statistics is



presented in other parts of this report. As to their condition in respect to those important elements of educational economy which do not admit of numerical exhibition, I have little to say, except to remark that there have been, during the period covered by the report, no changes requiring special comment. What I have said about the condition of the schools at different times during the past few years, in respect to the accommodations, the studies pursued, the character of the attendance and the discipline, and the efficiency of instruction, may be said now, with some not very important modifications. They are not free from imperfections, for no human institutions are perfect; but they are, as a whole, good, and I will venture to add that those persons who think differently, either are not acquainted with them or they judge by a different standard from that which is generally recognized by sound and practical educators. It would be easy to make them different; but to make them better is another task. Real, substantial improvements in a great system of schools are of slow and difficult achievement. I hope and trust that in the future the efforts for remedying the defects of the system will be more vigorous and more successful than they have been in the past, for there never has been a reform that did not need reforming.

#### THE GIRLS' LATIN SCHOOL.

The establishment of this institution, which went into operation the early part of last month, is an important event in our educational history. It is in-



tended as a classical High School for fitting girls for college: It is the first and only institution of the kind within my knowledge. It has been organized under favorable auspices. The master, Mr. John Tetlow, who has been elected as its principal, is a gentleman who is admirably fitted for the situation.

Previously to the action of the Board, in instituting this school, there was a protracted series of hearings held by the Committee on High Schools, on the question as to what course should be adopted for providing classical instruction for girls.

On the one hand it was contended that justice to the girls required that they should have advantages for classical instruction identical with those enjoyed by the boys, or, what amounted to the same thing, that they should be admitted to the boys' Latin School, thus rendering that ancient institution a mixed school.

On the other hand it was maintained that this arrangement would not be doing justice either to the girls or to the boys; that it would render the Latin School less efficient as a preparatory school for boys, and that it would not give the girls as good a chance as they might have in a good separate school for girls. The latter position was that which I undertook to maintain. I did not pretend to deny that there were, and that there would continue to be, good mixed schools. But the proposition which I endeavored to prove was this:—

That the physical and mental differences of the sexes, and the difference of the sexes in respect to function and destination, require separate education

for pupils between the ages of twelve and eighteen, especially in a large city, in order to secure *the best results*.

The question under consideration naturally led to the general question of the coeducation of the sexes, a question which had scarcely been touched upon before in connection with the administration of the Boston system of schools. From the origin of the system separate education of the sexes has been the rule, and coeducation of the sexes the exception.

I did not undertake to prove that coeducation of the sexes in the case of young children was not allowable, or that the opening of certain departments of colleges and universities to women may not be expedient, or that there may not be fairly good mixed High Schools, judged by the ordinary standards. But what I claimed as true was, that if the end in view is the *best result*, physical and mental, and the best preparation for the functions and destinations of active life; if the aim is to maintain *the highest standard of excellence yet known*, then, for pupils between the ages mentioned, the period of High-School education, provision should be made for the *separate* education of girls and boys.

In support of this proposition I presented such proof as all educational science is built upon, namely that which is derived from a careful induction from facts. For the sake of perspicuity the evidence presented was grouped under the three following heads: —

1. The results of scientific inquiry, as developed and presented by the most reliable authorities.

2. The results of experience, as presented in the history and present condition of education.

3. Pedagogical authority in general:

The following were some of the authorities referred to: Herbert Spencer, Dr. Henry Maudsley, Dr. Edward H. Clarke, Dr. Ray, Dr. Mary Putnam Jacobi, Report of Massachusetts State Board of Health, W. B. Fowle, Mrs. Emma Willard, Jean Paul Richter, Professor D. R. Fearon, Miss Annie E. Johnson, Miss Mary E. Beedy, Dr. T. H. Cochrane, Dr. William A. Hammond, Dr. Eben S. Stearns, Dr. Raymond of Vassar College, President Fairchild of Oberlin College, and the Protocol of the Official Conference on High Female Education in Berlin.

I maintain that if there is such a thing as an "American" system of High Schools, that system is the separate and not the mixed system. The *number* of the schools and places does not prove the rule, but the *importance* of them and their rank. Separate High-School education is the system in San Francisco, Louisville, Charleston, Baltimore, Philadelphia, New York, Washington, and Boston. What other eight cities, with a coeducation system, can be cited to match these?

It was claimed that the Boston system should be counted as mixed, because the majority of the number of High Schools were mixed. This is absurd in view of the fact that Boston never organized a mixed High School, those now belonging to the system all having been recently annexed, and the number of pupils in all of them scarcely comes up to the number in a single one of the old separate High Schools.

The drift of civilization has been and is towards the separation of the sexes in education between the ages above named.

#### IMPROVEMENT IN METHODS.

Since my connection with the Boston schools began there has been a very marked improvement in the methods of teaching. This improvement in the methods of handling the subjects of instruction has resulted in a great saving of time and strength on the part of both teachers and pupils; and yet I must own that the progress in this direction has not been all that could be desired. Although the "skill business" has received a constantly increasing attention, owing to the operation of various agencies which have successively been put into operation, yet there are many teachers who have not yet gone into this matter as zealously as they should have done. There are still too many teachers in the service who have not that mastery of their art which they should have, and which they might acquire by a moderate amount of well-directed effort.

As a body the teachers in our schools are excellent. No better corps is to be found in any city where the system of annual elections is in operation. There are many among them who have had no superiors in the past, and who are not likely to be excelled by any teachers in the future, who have enjoyed no better advantages of preparation and supervision. But there are others who might accomplish more than they now accomplish, and with less wear and

tear, if they were only in possession of that skill which they might acquire. What they need is to *study* their business, — to study the principles and methods of teaching. Every teacher should be a constant and earnest student of education. Every teacher should possess a collection, smaller or larger, of the best books on education. Thorough scholarship, good common-sense and experience, are indispensable requisites to success in teaching, but they are not the only requisites. *Professional study* should be added.

In each of our schools there should be a well-selected library of pedagogical books. We are expending quite large sums every year for books of reference, but, as far as I know, no pedagogical books have been purchased for our school libraries for several years past. Some ten or twelve years ago, the earlier volumes of Barnard's "Journal of Education" were, on my recommendation to the Board, placed in each of our Grammar and High Schools. This publication has grown to twenty-four volumes, and comprises by far the most comprehensive and valuable collection of educational literature in the English language. I think it would be a judicious expenditure of money to place a complete set of it in each of our Grammar and High Schools. The new "Encyclopædia of Education," which has lately been published, and which is one of the most valuable contributions to the educational literature of the country that has ever been made, should be placed in all the schools without delay.

## PRINCIPLES OF TEACHING.

Improvements in methods of teaching, that are improvements, must be the outgrowth of a better knowledge of the *principles of teaching*. The principles of teaching are founded on the science of the human mind and the science of the human body, and hence the necessity of studying these sciences on the part of teachers. But it is not essential that every teacher should undertake original investigations in this line. For the mass of teachers, it is sufficient if they study the principles of teaching, as they have been discovered and systematically arranged by the best educational authorities. Quick's "Educational Reformers" is a good introduction to the study of the principles of education.

My object in introducing this topic at this time is to draw attention to a valuable chapter on the subject in the able report lately issued by the new secretary of the Board of Education, Hon. John W. Dickinson. The following extracts will indicate his mode of treating the subject: —

The first principle of teaching may be stated as follows: All topics should be taught objectively, by bringing into the presence of the mind the actual objects and subjects of study, or by bringing before the mind as complete illustrations as possible of them. By the term objects is meant physical things, or those things which are external. By the term subjects is meant mental things, or those which are internal, such as thoughts and mental states and the sciences. An object is in the presence of the mind when it holds such a relation that the mind perceives the object. A subject is presented by awakening in the mind those thoughts or



mental states, or that knowledge which constitutes the subject of which the teacher desires the pupil to become conscious. All teaching is objective that succeeds in bringing the object or subject of thought before the mind for its consideration. The more teachers study their art, and understand it, the more inclined they are to teach by bringing into the presence of their pupils the objects to be studied. The principle here illustrated is violated whenever the teacher employs words as substitutes for that which the words describe.

Another principle of teaching is, objects and subjects should be taught first as wholes. The principle is violated when the alphabet is taught as a step towards reading, or when the teacher attempts to teach geography proper by leading the pupil to combine his knowledge of the school-yard, the town, and the country into a knowledge of the earth. Parts can never be parts to the learner before he knows the whole of which they are parts. An object is taught when that is taught which is expressed by a name. A subject is taught when the teaching prepares the mind for a definition.

A third principle of teaching arises from the relations elementary holds to scientific knowledge. The first is a knowledge of facts pertaining to individual things. The second is of classes, and is general knowledge. A knowledge of classes depends upon a knowledge of individuals, hence the necessity of an elementary course of studies that shall precede its corresponding scientific course. The study of arithmetic should be preceded by a systematic study of numbers; the study of grammar by a study of language; a knowledge of astronomy should grow out of the changes observed in the heavenly bodies; a knowledge of botany out of a knowledge of individual plants; and a knowledge of every science out of a knowledge of those facts that the science requires to be generalized and combined. In this country there is not yet to be found in any of the schools a systematic course of elementary teaching.

Now there may, and will be, differences of opinion as to the right application of these principles; but

the principles themselves, as I understand them, seem to me to be sound, and I hope they will be carefully studied by teachers, and others having responsible relations to the management of educational affairs.

## SECONDARY SCHOOLS.

Secondary instruction is that which comes between the elementary instruction, on the one hand, — the instruction which in our system ends with the Grammar School, — and the instruction given in the college or university, on the other. Lately the question has been raised, whether it is expedient for the State, in making provision for education at the public expense, to go beyond the elementary stage. I have no fear whatever that this question will be decided in the negative in this Commonwealth. History fully justifies this opinion. Much less will this question be decided in the negative in this city. At the very moment when the question is raised in this regard, and when the discussion of it may be said to be raging in some parts of the country, Boston's practical treatment of the question has been the establishment of two new High Schools, in addition to the nine noble institutions for secondary education supported at the public expense. I had intended to present in this report my views on this topic at considerable length, but I shall content myself with simply quoting and adopting the saying of Huxley: "No system of public education is worthy the name unless it creates a great educational ladder, with one end in the gutter and the other in the university."



## SCHOOL-HOUSES.

In a former report I spoke of the progress which had been made in building school-houses within the past four or five years, mainly in consequence of the creation of the office of city architect, and the filling of that office by an architect of the present incumbent's qualifications for the performance of its duties. I wish to emphasize what I then said. What has since been done in this department of school economy has been increasingly satisfactory. The buildings which have been finished within the last two years are more successful as specimens of school architecture than any which had been previously erected.

But the great achievement of Mr. Clough is found in the design and plans of the very remarkable group of buildings for the Latin and English High Schools. Never before in the history of our schools has there been a school-building project which afforded such a scope for the exercise of ability on the part of the architect. The result is gratifying in the highest degree. I feel safe in saying that this project has never been equalled, or even approached, by any other school edifice in this country. The foundation of this group is completed; but I understand it will require nearly three years more to complete the buildings. An exhibition of the plans in the Universal Exposition at Paris would have been highly creditable to the city and to the country, and I regret exceedingly that the Committee on Public Buildings, of the City Council, did not see fit to incur the very

small expense which the exhibit would have cost. In my judgment they should have done it, if not for the honor of the city, at least in justice to the accomplished city architect, who has labored with so much zeal and success on this project; and this neglect on the part of the city authorities is the more striking in contrast with the action of the Cincinnati authorities this moment telegraphed to me, appropriating the sum of *two thousand dollars* for the exhibit of that city in the Educational Department of the American Exhibition.

#### TEACHERS, — TENURE OF OFFICE.

As it is through the agency of teachers that all other educational provisions and means are put to use for the attainment of the desired ends, hence the principal criterion of the merits of a school system is found in the character and qualifications of the teachers in its service.

In my twenty-ninth Semi-Annual Report reference was made to some of the causes which had helped to secure for the Boston schools the services of meritorious teachers. At the same time it was maintained that *the provisions of our school system* were not as well calculated as they might be to secure and retain the services of the best teachers. The defect in the provisions of the system relating to teachers especially dwelt upon was, that which requires an annual election of all teachers. On this topic the following language was used: "A change in the tenure of office is needed. While teachers should be subjected to the

proper tests, examinations, and probations, before they are confirmed as permanent incumbents, when once so installed in office they should not be subject to summary removal, at the end of each year, without any warning, and without any opportunity to meet any charge made against them.

“The situation of a large proportion of the subordinate teachers, in respect to the tenure of office, is very trying. The case of the principal teacher is, perhaps, still more trying. The effect of the existing provisions for the annual election of teachers upon the spirit and character of the teachers is not salutary. The honor of a position is always reckoned as an ingredient of the compensation for services rendered. What dignity or honor is associated with a position held as a means of livelihood, from which the incumbent is liable to be removed at the end of the year, without any fault, or the charge of a fault? Everybody knows that it is the tenure of office, and not the high salary, that attracts legal talent to the judicial bench. So, in our colleges, able professors are secured, not by the salaries alone, which are notoriously low, but by the dignity and honor which the tenure of office gives to this situation.”

This view of the matter was presented upwards of three years ago; since that I have given much attention to the subject, and the result has been to strengthen my conviction that the next important step to be taken for the improvement of our school system is to abolish that provision of the regulations providing for the annual election of teachers.

It should be done in the interest of economy. If

the dignity of the position of teachers is raised by the proposed change of the tenure of office, teachers of the present grade of qualifications could be secured at a less rate of salary than that now paid, and those of a higher grade could be induced to enter the service at the present rate of salary. Occasionally a grumble is heard about the luxurious appointments of our school system, but its most costly luxury is, in my judgment, that absurd arrangement by which each teacher is subjected to an annual election. It costs the city hundreds of thousands of dollars annually, and for all this outlay no benefit accrues, but positive injury. It is a contrivance for spending money for what is worse than nothing. Instead of improving the character of the instruction it actually renders it far less valuable. This annual election is not only the individual cause of a worse than useless expenditure of a larger sum of money, but it is a cruelty. It subjects the conscientious and faithful teacher to a painful ordeal. And the suffering from this trial is not limited to the day of election; it is a thorn in the flesh during the whole year. It is a running of the gauntlet, and nothing less can be made of it. As the time of election draws near, the teachers are not unfrequently reminded in a jocose manner that they are "on the anxious seats." In years far back I have heard members of the committee thoughtlessly use such language to teachers, not meaning, certainly, to wound their feelings, and I thought they might have appropriately replied in the language of the pelted frogs in the fable. This constantly impending annual election is well imaged to my mind by the

sword of Damocles. Its effect both upon the teachers and the teaching is injurious. The teacher must have a love for his profession, or he cannot or will not work in it to the best advantage. But what more effectual contrivance could be devised for damping the ardor of the professional teacher's love for his calling, than to set him up annually as a target for arrows to be shot at from behind the screen of the secret ballot

But it may be said that teachers should not be so sensitive; that they should not mind it if they do have a few votes cast against them, provided they get the number requisite for election; they must take a philosophical view of the matter, and not be disturbed. I have myself, in former times, tried to take that view of the matter. But the fact remains that teachers are sensitive, very sensitive, and they are likely to be so as long as their nerves continue to be lacerated by this torturing process. Is it not enough to make even the strong men in the service somewhat nervous about election time, when they know that the morning's paper after the election may tell any one of the number, with all the rest of the reading world, that he had not a vote to spare, or that he failed to get the requisite number, although not a breath of complaint had been breathed against him? And this is not fancy, it is fact. It is what has happened more than once. And, when it has happened, it has humiliated the whole body of teachers.

But it may be objected that this arrangement is a convenient way of getting rid of unworthy teachers. I admit that it is a convenient way, but at the same

time I affirm that it is not the wisest way. It is a way that does great harm to accomplish a little good. It punishes the good and bad without discrimination, and is therefore unjust. Justice to servants is essential to good service.

The present School Board is not at all to blame for the existence of this regulation. They have inherited it from the past. It has been in operation for many years, although it is not found in the early records. Philemon Permont, when, in 1635, he was "entreated to become the school-master for the nurturing of the children," in the infant settlement of Boston, was not informed that, at the end of the year, the question of his continuance in that capacity would be tested by a vote. Ezekiel Cheever was inducted into office as master of the Boston Latin School with great pomp and ceremony by the Royal Governor and all the magnates of the town. But what a senseless farce all that ceremony would have been if that venerable scholar had been told, when it was over, that at the end of the year the selectmen of the town would take a vote on the question of continuing him in office, and if a majority of the votes were adverse he would have to seek a situation elsewhere! In those foreign countries where education is much advanced, such a thing as an annual election of teachers is unheard of, and in this country the city of New York sets us an example worthy of imitation, and I trust that it will be imitated in the near future. Let this paralyzing incubus be lifted from the teachers, and they will serve the cause and serve the city with



tenfold more courage and with vastly increased efficiency.

#### OVER-EDUCATION.

The obligation of the State to provide the means of instruction for the children of the people is founded upon the acknowledged fact, that the diffusion of intelligence and virtue is conducive to the public welfare. The advocates of the most liberal provision for education are not at the present day under the same necessity, as in times now very far in the past, of drawing their arguments from the nature of things. They are now able to point with confidence to results. After having described, thirty-five years ago, in his famous report on foreign education, the excellences of the Prussian schools, Horace Mann confessed to being nonplussed when asked to explain why the Prussian nation, with such a system of schools, stood no higher in the scale of civilization. He did not sufficiently consider the element of time in the problem. The period of time which had elapsed since the efficiency of the system had been raised to the standard which he witnessed had been short. There had not been time for the legitimate results of the system of instruction to become thoroughly incorporated into the national life. For it should be remembered that this education did not originate with the people themselves, but with the philosophers and statesmen of the nation. But the Prussian system is now sufficiently vindicated. And by the Prussian system I do not mean any particular system of school organization, or any special method of instruction, but a comprehensive

scheme of education of all grades and descriptions, — general and special, elementary, secondary, and superior. The history of national education during the present century fully justifies the well-known saying of Jules Simon: "The first people is that which has the best schools; if it is not the first to-day it will be the first to-morrow." During the past quarter of a century this truth has been repeatedly illustrated both in war and in peace. It has been made especially conspicuous in all the universal expositions which have been held. In fact, this saying of the French statesman, who was characterized by George Sumner as one of the most acute and discriminating of modern writers, must now be accepted as axiomatic; and it is as brilliant as it is true. It is not only true of States, but it is also true of smaller communities. So we may say with truth, "The city which has the best schools is the first city; if it is not so to-day it will be so to-morrow." It may not be first in population or wealth, for these things depend largely on natural causes, which human effort cannot control; but it will be first in the essential elements of social well-being.

It has been, I doubt not, the instinctive apprehension of this truth on the part of the controlling majority of the people of this city, which has sustained its school system for so many years with so much liberality, — a liberality which has become proverbial, — and has justified the adoption of those measures of improvement which have given the system the celebrity which it enjoys. And thus has come to exist the fact, that the Boston school system is the distinction, the glory, and the strength of the city. The



wisdom of the policy which has produced this result has been abundantly justified. I hope and trust that the same liberal policy will be pursued in the future.

But it is well known that some signs of a reactionary tendency have begun to appear in certain quarters, especially in utterances from the platform and press. So far as I have been able to discover, these reactionary utterances emanate either from enemies of popular education, or from its injudicious and not well-informed friends. Both these classes deal in the same misrepresentations of facts, the same absurdities, the same platitudes, and the same exploded theories.

They superciliously ask, "Are we not educating the people too much?" I ask, in turn, who is meant by "We"? For my part, I do not know of any particular class of persons in the community who have the right to say "*We* educate the children of the people." Certainly, in the city of Boston, if official statistics are to be relied upon, only a small part of the taxes for the support of the schools is paid by those citizens whose children are not educated in those schools. In view of this fact it is the height of presumption for the small class of citizens who do not avail themselves of the advantages of the public schools to pretend that they are educating the people out of their pockets. And that class of citizens who claim to be *the* taxpayers ought to be intelligent enough to understand that it is the education of the people more than anything else that gives value to the property on which they pay taxes.

If any particular citizen thinks his own children are getting too much education for their good, his

proper remedy for the evil, as it seems to me, is to take them out of school, if they have arrived at that stage of schooling which the law requires. But the controlling majority must rule, and if this majority comes to believe that the educational advantages of their children are too good, and decide to curtail them, they will be acting according to the democratic principle of our system of government. It is for the people themselves to say how much they will expend for education, and not for any particular class of the people to arrogate to themselves this prerogative.

If children were boarded and clothed at the public expense while attending school, it is easy to see that the thing might be overdone; but so long as tuition alone, or tuition and books only are furnished, and parents are obliged to dispense with the labor of their children and support them while attending school, there is no danger whatever that they will keep their children in school too long for their good, except in some individual instances, which general arrangements cannot regard. The general tendency has everywhere and always been in the opposite direction. People are suffering, not from being too well educated, but from not being well enough educated. The idea of devising a scheme of education which shall educate the children of the masses up to a certain point which shall be just sufficient to render them self-supporting and useful drudges, without exciting in them the desire to rise in the social scale, is utterly futile.

What I have said above in regard to the cause of the exceptional liberality of this city in respect to the

support of public schools is not a complete explanation of the matter. In addition to the operation of the instinctive perception of the tendency of education to promote the general welfare, a more personal and private motive has had a great influence in relation to this matter. I refer to the fact that the overwhelming majority of the well-to-do citizens, and those who exercise a controlling influence in municipal affairs, as well as of those who actually vote the appropriations, educate their children in the public schools; and they feel that it is better and more economical to keep the public schools up to a standard which shall meet the wants of substantially all classes, than it would be to keep them down to a pauper level, for the children of the laboring classes, and provide for the instruction of their own children in private schools. I rely largely upon this feeling for the perpetuity of the educational liberality of the past, and the consequent maintenance and advancement even of the present standard instruction in the public schools.

#### HALF-TIME SCHOOLS.

By the term "half-time school" is meant a school that is kept half the number of sessions usually allotted to a full school year. The system may be conveniently illustrated by the school calendar of St. Louis, in which the school time is expressed in round numbers. The school year consists of 200 school days, of two sessions each, and of course the half-year consists of 100 days, and the quarter, of 50 days. A half-time pupil might be one who attends the alternate

sessions, either those of the forenoon or those of the afternoon, or one who attends both the forenoon and afternoon sessions, of the alternate quarters or of the alternate half-years.

The theory of what is now technically called the half-time system is, that the half-time pupils, or "half timers," alternate between school and work. The country district school which I attended in my boyhood was substantially a half-time school of alternate quarters, the one in midsummer and the other in midwinter; but the quarters were usually of short measure, averaging less than ten weeks. And, besides, the boys who were twelve years of age and upwards, did not enjoy even the privileges of half-time schooling; they were only quarter-timers, as their attendance was usually limited to the winter term.

In regard to this matter of half-time schooling, I speak with the more confidence, as I have had considerable personal experience in it, having from the age of four to twenty never attended school more than half the time in any one year, and after the age of eight years having been constantly at work when not in school.

The schools in rural districts are at the present moment throughout the country, to a very large extent, half-time schools, of alternate quarters. They are such, not from a theoretical belief in the superiority of the system over that of whole-time schooling on the part of the authorities in control of the matter, but from supposed necessity, — this necessity being of a two-fold nature; first, the need of the assistance of the children in the household and farm labor, and,

second, the need of economizing in the expense of maintaining the school.

In England the half-time school has been advocated, and is now advocated, by some writers on education, as preferable to whole-time schools for the education of the children of the common people. And by the half-time schooling in England is meant attendance at alternate half-daily sessions. English advocates of this system claim that half-time pupils make as much advancement in scholastic attainments as whole-time pupils. Recently among us there has been some attempt to awaken an interest in favor of the half-time system. The American advocates of the system seem to take the testimony of its English advocates as to its merits as quite conclusive; moreover, this half-time theory has been seized upon as a possible solution of the problem of industrial education, or, at least, of the branch of it which relates more especially to the early training of children to hand labor, to the training of the hand as well as the intellectual faculties, which is generally agreed to be a matter of much educational importance.

I do not propose to enter upon a full discussion of this subject in this report, but only to emphasize a few points bearing upon it.

1. So far as authority is concerned, by which I mean the weight of the opinion of experts, it is to be observed that the English advocates have no important support in their theory among educators in other countries.

2. The data which they present in support of the theory of superiority of half-time schools are insuffi-

cient to justify the conclusions which they have reached. It is not difficult to find individual instances of pupils who, while studying half the time and working the other half, have outstripped others who have devoted the whole time to school attendance. But that pupils generally will learn as much in a half of the usual school day as they will in the whole of such a day is a proposition which has not yet been established by any adequate proof.

3. Whole-time attendance, that is, attendance at two half-daily school sessions, for at least two hundred days in the year, from the age of five to the age of fourteen, is necessary for the instruction of the children of the people, which is demanded by the exigencies of society at the present day, in every enlightened community.

4. It is desirable that all children, during the period of schooling above named, should be employed out of school hours, and during vacations, as far as practicable, in hand labor; and that this hand labor should be of such a nature as to develop and strengthen the physical system, and at the same time to call into exercise the intelligence and the acquired scholastic knowledge of the pupils. But it should be laid down as a principle in political economy, as well as in educational economy, that the labor of children under fourteen years of age should not be relied upon or counted as one of the elements of the productive power of a civilized community of the present day. And, further, that the self-denial and sacrifices necessary for securing the best education, physical, intellectual, and moral, of all children, until the period named, are



a sacred debt which the present generation owes to the future.

5. Were it possible to inaugurate half-time schools for the children of the common people, or for those children who are supposed to be destined to earn their livelihood by manual labor, the result would be a system of *caste schools*, and whatever arrangement might be submitted to in other countries, in a country where the democratic principle is so prevalent as it is in our country such a system is sure to find little toleration. While, in countries which we have been accustomed to stigmatize as despotic, the rapid advance of the democratic principle is sweeping away the distinctions of caste in educational systems, any attempt to introduce such distinctions in a country where the institutions of government are founded on the principle of democratic equality must result in failure.

6. It is said in advocacy of the half-time system, that the results of the half-time rural schools, that is, the schools of the "country district," are better than the results of the whole-time city schools, and, therefore, that the results of city education would be improved by reducing the schooling by one half, and by substituting manual labor for instruction during the other half. Now, the fact is, that the results of *instruction* in the country half-time schools are far inferior to the results of *instruction* in good city whole-time schools; that is, the pupils in the latter get far better training in the useful branches of knowledge than the pupils in the former. If the results of the processes of *education*, taken as a whole, including in



the word "education" all the influences which tend to the development and formation of character, the bringing out and strengthening of those qualities which contribute to efficiency and success in practical life, are better in the country than in the city, it is not because of the shorter school time in the former than in the latter, but because the circumstances of country life are more favorable than those of city life for the education of the child, in the larger sense of the word.

7. But although half-time schools cannot be accepted as an adequate substitute for whole-time schools, on a general scale, they may be instituted with advantage in some cases as a temporary arrangement, as a makeshift, and even permanently in exceptional institutions. It would be well if there were establishments, set up by private organizations, where boys and girls might be taught useful handicrafts and trades, by working a part of each day while another part is occupied in school,—admission to such an establishment being considered a favor to be granted only to candidates who have attained a certain age, and a certain adequate proficiency in the curriculum of an elementary education.

It would be well also to provide short-time schools for youth who have completed the elementary course, and who are already engaged in their apprenticeship. Such schools, called improvement schools, are quite extensively provided by law in several countries in Europe, and attendance is made obligatory up to sixteen or seventeen years of age.

## CLASSIFICATION OF THE PRIMARY AND GRAMMAR SCHOOLS.

[Report to the Board of Supervisors in view of the revision of the courses of study of the Primary and Grammar Schools.]

I. The first point to be considered and determined is the period of instruction as a whole, that is, the number of years to be comprised in it, or the age at which pupils are to begin the course, and the age at which they are to terminate it. Of course it is not expected that the limitation as to period and ages is to be absolute, but some standard in regard to these matters must be fixed, to which other provisions and aims should, as far as practicable, conform.

The first point, then, to be determined is the age at which instruction in our public schools should begin.

From the time when our Primary Schools were established, in 1818, until 1862, pupils were admitted at four years of age. Since the latter date children under five years of age have been excluded. The statistics will show, probably, that the Primary pupils get into the Grammar Schools at as early an age as they did when they began their schooling at four years of age, and their attainments are no doubt much higher than they were when the course of instruction was four years instead of three, as at present. But these results, doubtless, are due, not to the cutting off of the lower year of schooling, but to other causes, — the causes which have contributed to the improvement of the schools. I have been accustomed to regard the cutting off of that lower year of the former school age as a wise measure. There is

no doubt but that it secured a gain in the interest of economy, although that was not its object. It was intended as a benefit to the children. Whether it was so must remain a matter of opinion, for it is not a question capable of being determined by demonstrative proof. I think I may take it for granted, however, that the question of restoring the old rule of admitting pupils to the Primary Schools at four years of age is now out of court.

The question in this connection, then, is, Shall the age of admission be raised, and, if so, how much? If it should be thought best to raise the age at all, probably no one would think of carrying it above six years, and therefore it seems unnecessary to present any considerations for or against such a proposition. Whether the age shall remain as at present, five, or be raised to six, is, as I conceive, the specific practical question to be considered, so far as the lower limit of school age is concerned.

In determining the question of the proper age for children to begin their schooling, the character of their homes, and the character of the school provided for them, must both be taken into account. In fact, these appear to be the only two factors of the problem, if the schooling is to be voluntary and not compulsory. If the homes are good and the schools bad, then, of course, it is better not to hasten the children into the schools at an early age. But when the case is reversed, and the schools are good, while the homes are unfavorable to the physical and mental well-being of the children, would it not be well to let the schooling begin at a comparatively early age? We come, then,

to the specific practical question whether, considering the character of the majority of the homes from which the children come, and considering the actual condition and management of the lower classes in the Primary Schools, with the reasonable prospect of adapting them still better to the care and training of young children, it would be for the good, physically, morally, and intellectually, of the children between five and six years of age to be excluded altogether from the school-rooms?

It must be conceded that the conditions in the schools, although not up to the standard of ideal perfection, are very favorable, when it is considered that the accommodations are on the whole the best known; that the seating is quite the best known; that on account of the system of seating there can be no such thing as a crowded room, in the ordinary sense of the term as used in connection with schools; that the teachers are for the most part cultivated ladies; that the rules are explicit in enjoining upon the teachers the strictest care of the health of the children; that the children cannot be kept still on their seats but a short time, except in violation of the provisions of the regulations; and that there is at this period no such thing as lesson getting and reciting, in the proper sense of those words.

It is quite probable, however, that even though the schools may be comparatively good, there are not a few homes where the children would be as well off, or better, at this early age than in the school-rooms. But is it not true, on the other hand, that the majority of the homes are not so good, for the children of this

age that belong to them, as are the existing schools? And if it is very probable, or, perhaps, certain, that it would be for the advantage of a large proportion of the children between five and six years old to attend the schools as now conducted, would it be a good thing to do to shut the school-house door against them? And if the schools are not adapted to the wants of such children, should they not be made to meet those wants, instead of excluding the children from them?

It is to be borne in mind that attendance at this period is not compulsory, but voluntary. Fixing the school age for compulsory attendance is one thing, and fixing the age below which voluntary attendance shall not be allowed is quite another thing. In compulsory systems the aim is to include in the obligatory school age only those children whose physical and mental development is such as to make it safe to require their daily and continuous attendance at all seasons of the year. For this purpose the lower limit of legal school age is, in most countries, fixed at six years. This is the case in Prussia, Saxony Royal, and the Saxon Duchies, Baden, Wurtemberg, Bavaria, Austria, Spain, Greece, Italy, and Switzerland. In Denmark, Portugal, and Sweden, compulsory attendance begins with children at seven years of age, while in Norway the age is a year higher still, and in Massachusetts it is eight; and in the seven or eight States of the Union where compulsory laws have been enacted the Massachusetts limit of eight years appears to have been blindly copied. In England compulsory attend-

ance begins with children at five years of age, but children are admitted to the infant schools at four years of age.

But in all large cities in every country, where children are not admitted to the public schools until they are six years old, it is found necessary to provide supplementary institutions for the care and instruction of the younger children, especially those of the poorer classes. Even in countries where attendance is not compulsory, as in France and Belgium, such provision for young children is made on a large scale. All the institutions for this purpose have the same general character, although known by different names; as, in England, infant schools; in France, *salles d'asile*; in Belgium *écoles gardiennes*; in Italy, *scuole infantile*; in Germany, *klein kinder schule*; in Austria, *kinderbewaranstalten*. The Kindergarten has at least a foothold in most of the countries named, and the methods of Froebel are being introduced more or less into the different descriptions of schools for young children. In general, schools for children from three to six years old are established and carried on by charitable organizations, which are in some instances aided from the public treasury, and in most cases, perhaps, subjected to governmental regulation and inspection.

In view of all the facts within my knowledge, bearing on the question, I conclude that the present regulation of our schools admitting children to the Primary Schools when they have completed their fifth year of age should be allowed to stand. Experience has



proved the wisdom of this provision, and no objection to it has been raised.

In regard to the limitation of the other extremes of school age, it seems to me there is not much to be said. The universal, or all-but universal, custom and opinion, in countries and states where popular education is most advanced, have made the completion of the fourteenth year the age for terminating the course of elementary instruction. England is an exception, where thirteen years is the age when obligatory attendance ceases. In some countries, Saxony Royal, for example, attendance is required for certain hours in the week, at improvement schools, of children who are between fourteen and sixteen or seventeen years of age. In Boston, until recently, boys were not allowed to remain in the Grammar Schools after the annual examination following the completion of their fourteenth year. Girls were allowed to remain two years longer, in consideration of the fact that there was then no High School for them.

The present Primary and Grammar School courses of study are based on the assumption that the pupils will get through at the age of fourteen. As a matter of fact the average age of the graduates is nearer fifteen than fourteen. The courses of elementary instruction in all the leading cities of America are based on the assumption that pupils will get through at fourteen years of age.

The remarkable uniformity of school systems in different countries, in respect to the feature which fixes the age of fourteen years as the upper limit of school-



ing in the elementary school, justifies the presumption that this limit is not an arbitrary one, but that it is based on the nature of things, or on social conditions of general prevalence. It is quite probable, however, that, as civilization advances, the period of schooling for the children of the masses will be extended. But it is a matter upon which mere paper regulations can have but little effect. Change in such a matter must come, if it come at all, as the result of a gradual modification of the condition and habits of the people.

No one, probably, would think of *lowering* the nominal age at which our pupils should be expected to complete their elementary education. We have, therefore, only to consider whether we should recommend that it be raised. The nominal age is now fourteen, while the actual age of graduates is near fifteen. If the nominal age is made fifteen, — that is, if the course of study is arranged with reference to completion a year later, — the effect would probably be to reduce the number of graduates materially, and to raise the age of the graduates to near sixteen years. Such a change does not appear to be desirable, since the High Schools are open to all graduates of the elementary schools who wish to continue their studies. I would recommend, therefore, that the present provisions of our system, permitting children to begin their elementary instructions in the Primary Schools at five years of age, and requiring a nine years' course of study in the Primary and Grammar grades for graduation, be continued.

II. The second point to be determined is the

division of this elementary school period of nine years, from five to fourteen, into classes. Or, perhaps, preliminary to this is the question as to the division of this period between the Grammar and Primary grades. The Primary and Grammar Schools are but parts of one system of elementary education, both grades being under one and the same principal. The dividing line between them is an arbitrary one, and not at all founded on the nature of things.

If the matter were to be considered *de novo*, perhaps no very good reason could be given why the Primary course should be three years rather than four, or *vice versa*. But as all arrangements are now made with reference to a three years' course in the Primary School, and no objection to that arrangement is raised, I conclude that no change in that respect is advisable.

The division of the Primary School course into six parts, so that the period for studying in each class is a half year, is peculiar to Boston. This arrangement makes it practicable to form annually two classes of new recruits. In most places the classes correspond to the years of the course, requiring annual instead of semi-annual promotions, and making it inconvenient to form a class of beginners more than once in each year.

A notable exception to this arrangement of classes is found in the St. Louis system, where the period of study assigned to each class in the Primary, Grammar, and High School grades is one quarter, or fifty school days. My own opinion is that the

arrangement existing in our Primary Schools, whereby classes are promoted and new classes formed each half year, is better than either of the other arrangements named, and therefore I recommend that it be retained.

Shall the Grammar Schools retain the arrangement whereby the classes are made to correspond to the years of the course? If any change is made in this respect it will be necessary to make a corresponding change in the High Schools, which seems undesirable. I think, by judicious management on the part of the principals, pupils may be received by the Grammar Schools half-yearly from the Primary Schools, and promoted to the High Schools annually, without any prejudice to the interest of the pupils, and that, considering the interests of the system as a whole, the present arrangement of classes is as good as any that can be devised. But, in order that it may produce its best results, it is necessary to insist that more than one grade or class may be taught in one room and by the same teacher, when the classification requires it.

By the present arrangement the Primary pupils are promoted from class to class and to the Grammar Schools semi-annually; the pupils in the lower classes of the Grammar Schools are promoted semi-annually from lower to higher sections of the same class, and, to some extent, from lower classes to higher, while they are promoted annually from lower classes to higher classes, and from the Grammar Schools to the High Schools.

On the whole, therefore, it seems to me best to retain the present system of classification of the Primary and Grammar Schools.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent of the Public Schools of Boston from December 22, 1856, to September 1, 1874; and from February 29, 1876, to February 28, 1878.

FEBRUARY 28, 1878.



# STATISTICS

ACCOMPANYING THE REPORT OF THE

SUPERINTENDENT OF SCHOOLS.

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MARCH, 1878.

TABLES SHOWING THE NUMBER OF TEACHERS OF EACH SEX, IN THE DIFFERENT GRADES OF SCHOOLS, JANUARY 31, 1878.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Normal School . . . . .	1	3	4
Latin School . . . . .	13	. . . .	13
English High School . . . . .	16	. . . .	16
Girls' High School . . . . .	1	17	18
Roxbury High School . . . . .	1	6	7
Dorchester High School . . . . .	1	4	5
Charlestown High School . . . . .	2	6	8
West Roxbury High School . . . . .	1	3	4
Brighton High School . . . . .	1	2	3
Grammar Schools . . . . .	36	455	541
Primary Schools . . . . .	. . . .	410	410
Licensed Minors' School . . . . .	. . . .	2	2
Deaf-Mute School . . . . .	. . . .	8	8
Evening Drawing-Schools . . . . .	16	. . . .	16
Evening Schools . . . . .	46	80	126
Kindergarten School . . . . .	. . . .	2	2
Totals . . . . .	185	998	1,183



## SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Gymnastics: Girls' High School . . . . .	1	1	1
Military Drill: High Schools . . . . .	1	1	1
Drawing: High and Grammar Schools . . . . .	5	2	7
French: High Schools . . . . .	4	1	5
German: High Schools . . . . .	3	1	3
Music: High, Grammar, and Primary . . . . .	6	1	7
Sewing: Grammar Schools and Special . . . . .	1	20	29
Totals . . . . .	19	34	53

## NORMAL AND HIGH SCHOOLS.

*Abstract of Semi-Annual Returns, January 31, 1878.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	Ushers.	Asst. Principals.	First Assistants.	Second Asst's.	Third Asst's.	Fourth Asst's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal . . . . .	92	92	92	90	90	90	2	97.8	1	1	1	1	1	1	1	1	1
Latin . . . . .	427	427	427	410	410	410	17	96.1	1	3	6	3	1	1	1	1	1
English High . . . . .	479	479	479	464	464	464	15	96.7	1	5	10	1	1	1	1	1	1
Girls' High . . . . .	600	600	600	566	566	566	34	94.1	1	1	1	1	1	1	2	3	10
Roxbury High . . . . .	83	91	174	81	86	167	7	96.1	1	1	1	1	1	1	2	3	3
Dorchester High . . . . .	50	61	111	48	56	104	7	94.9	1	1	1	1	1	1	1	1	3
Charlestown High . . . . .	70	108	178	68	102	170	8	95.6	1	1	1	1	1	1	1	1	3
West Roxbury High . . . . .	24	62	86	23	60	83	3	96.6	1	1	1	1	1	1	1	1	2
Brighton High . . . . .	34	29	63	34	27	61	2	96.2	1	1	1	1	1	1	1	1	1
Totals . . . . .	1,167	1,043	2,210	1,128	987	2,115	95	95.7	6	11	16	4	1	5	4	8	22

## GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, January 31, 1878.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d 1st Asst's.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Adams . . . . .	355	149	504	338	142	480	24	94.4	1	1	.	1	1	7	1	
Allston . . . . .	147	182	329	127	159	286	43	90.7	1	.	.	1	1	5	1	
Andrew . . . . .	345	150	495	326	137	463	32	93.5	1	.	1	1	1	7	1	
Bennett . . . . .	151	129	280	133	115	253	27	90.3	.	1	.	.	.	2	3	1
Bigelow . . . . .	739	.	739	711	.	711	28	96.2	1	1	1	1	1	11	1	
Bowditch . . . . .	.	343	343	.	320	320	23	93.2	1	.	.	1	1	6	1	
Bowdoin . . . . .	.	426	426	.	391	391	35	91.8	1	.	.	1	1	6	1	
Brimmer . . . . .	671	65	736	632	61	693	43	94.1	1	1	1	2	1	10	.	
Bunker Hill . . . . .	288	282	570	279	269	548	22	96.2	1	1	.	1	1	2	6	1
Central . . . . .	311	.	311	293	.	293	18	94.2	1	.	.	1	1	4	.	
Chapman . . . . .	272	266	538	262	255	517	21	96.1	1	1	.	1	1	8	1	
Charles Sumner . . . . .	109	102	211	102	94	196	15	92.4	1	.	.	.	1	3	1	
Comins . . . . .	332	395	727	319	375	694	33	95.8	1	1	.	2	3	6	1	
Dearborn . . . . .	401	407	868	424	376	800	68	92.2	1	1	.	1	1	3	11	1
Dudley (Boys) . . . . .	419	.	419	397	.	397	22	94.6	1	.	1	1	1	5	.	
Dudley (Girls) . . . . .	.	310	310	.	291	291	19	93.9	1	.	.	1	1	4	1	
Dwight . . . . .	543	.	543	522	.	522	21	96.0	1	1	1	1	1	6	.	
Ellot . . . . .	780	.	780	736	.	736	44	94.2	1	1	2	1	1	11	.	
Emerson . . . . .	366	296	662	345	281	626	36	95.0	1	1	.	1	1	2	8	1
Everett . . . . .	.	691	691	.	654	654	37	94.5	1	.	.	1	1	3	9	1
Everett, Dor. . . . .	188	190	378	180	182	362	16	95.7	1	.	1	1	1	4	1	
Franklin . . . . .	.	726	726	.	686	686	40	94.5	1	.	.	1	1	3	9	1
Frothingham . . . . .	258	267	525	246	248	494	31	94.0	1	1	.	1	2	7	1	
Gaston . . . . .	.	420	420	.	391	391	29	93.0	1	.	.	1	1	6	1	
Gibson . . . . .	126	116	242	116	106	222	20	91.5	.	1	.	.	.	2	2	1
Hancock . . . . .	.	531	531	.	507	507	24	95.6	1	.	.	1	3	7	1	
Harris . . . . .	97	130	227	91	121	212	15	93.3	.	1	.	.	1	3	1	
Harvard . . . . .	264	262	526	251	246	497	29	94.5	1	1	.	1	1	7	1	

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.		2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						2d 1st Ass'ts.	2d Assistants.			
Hillside . . . . .	270	270	270	247	247	247	23	91.2	1	1	1	2	1	3	1	
Lawrence . . . . .	883	883	883	852	852	852	31	96.4	1	2	1	1	13			
Lewis . . . . .	280	308	588	264	292	556	32	95.1	1	1	1	1	8	1		
Lincoln . . . . .	600	600	600	577	577	577	23	96.1	1	1	1	1	8			
Lowell . . . . .	261	204	465	248	192	440	25	94.5	1	1	1	1	6	1		
Lyman . . . . .	401	171	572	382	163	545	27	95.0	1	1	2	2	6	1		
Mather . . . . .	153	162	315	139	147	286	29	91.0	1		1	1	5	1		
Minot . . . . .	113	117	230	105	104	209	21	90.9	1			1	4	1		
Mt. Vernon . . . .	67	79	146	65	74	139	7	95.0		1		1	2	1		
Norcross . . . . .	655	655	655	631	631	631	24	96.2	1		1	3	7	1		
Phillips . . . . .	721	721	721	661	669	669	52	92.8	1	1	1	1	10			
Prescott . . . . .	215	225	440	207	214	421	19	95.8	1	1	1	1	6	2		
Quincy . . . . .	625	625	625	593	593	593	32	94.9	1	1	1	1	7			
Rice . . . . .	597	597	597	566	566	566	31	94.6	1	1	1	1	8			
Sherwin . . . . .	413	439	852	393	415	808	44	94.7	1	1	1	4	11	1		
Shurtleff . . . . .	671	671	671	625	625	625	46	93.0	1		1	3	9	1		
Stoughton . . . . .	124	98	222	118	92	210	12	94.3	1			1	4	1		
Tileston . . . . .	35	32	67	34	30	64	3	95.2			1		1			
Warren . . . . .	303	282	585	292	269	561	24	96.0	1	1	1	2	7	1		
Wells . . . . .	441	441	441	411	411	411	30	93.0	1		1	1	6	1		
Winthrop . . . . .	889	889	889	821	821	821	68	92.3	1		2	4	12	2		
Totals . . . . .	13,013	11,878	24,891	12,339	11,134	23,473	1,418	94.3	41	27	17	45	11	76	324	40*

\* Deducting repetitions, 28.

# GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, January 31, 1878.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams . . . . .	42	57	110	107	95	90	510	. . .	13	36	64	77	120	73	60	58
Allston . . . . .	14	21	42	84	75	88	324	3	25	38	50	49	55	50	34	20
Andrew . . . . .	19	34	52	71	135	196	527	7	38	69	87	107	83	56	33	47
Bennett . . . . .	19	17	53	34	52	105	280	. . .	9	28	50	34	46	60	38	15
Bigelow . . . . .	46	52	104	110	209	228	749	. . .	58	101	155	114	112	116	61	32
Bowditch . . . . .	12	17	43	86	84	93	335	. . .	19	45	65	59	53	44	30	17
Rowdoin . . . . .	47	49	72	76	92	98	434	2	15	38	67	70	54	60	58	80
Brimmer . . . . .	50	58	115	140	177	237	777	4	46	100	130	128	129	102	77	61
Bunker Hill . . . . .	35	53	106	103	163	123	583	. . .	15	53	106	109	104	84	67	45
Central . . . . .	27	24	41	54	86	89	321	1	11	22	46	49	51	60	39	42
Chapman . . . . .	35	42	115	106	97	169	564	. . .	22	58	79	88	85	64	70	98
Charles Sumner . . . . .	9	13	19	54	57	62	214	. . .	5	24	30	42	38	31	24	20
Comins . . . . .	32	59	107	111	173	237	719	. . .	19	76	141	131	143	102	86	21
Dearborn . . . . .	37	74	100	146	224	267	848	. . .	20	67	146	159	156	136	82	82
Dudley (Boys) . . . . .	39	51	54	105	59	117	425	1	9	35	74	70	94	57	51	34
Dudley (Girls) . . . . .	16	23	49	57	80	81	306	1	9	29	45	60	46	37	39	40
Dwight . . . . .	50	99	98	60	118	132	557	3	15	44	88	115	93	83	67	49
Eliot . . . . .	40	55	150	136	152	243	776	3	35	80	107	134	156	134	92	26
Emerson . . . . .	33	79	104	122	104	202	644	1	24	53	113	88	115	93	73	84
Everett . . . . .	50	103	103	143	145	147	691	. . .	8	59	99	108	109	124	84	100
Everett, Dor. . . . .	22	54	41	75	73	90	364	1	4	32	59	30	64	56	44	65
Franklin . . . . .	38	102	101	146	150	170	707	1	12	50	105	122	119	115	79	104

Frothingham . . . . .	16	20	85	83	143	109	516	. . .	17	57	95	114	83	64	46	35
Gaston . . . . .	36	41	50	112	100	102	444	. . .	20	46	72	67	73	74	52	40
Gibson . . . . .	25	29	39	51	69	45	258	. . .	12	19	35	50	36	43	35	28
Hancock . . . . .	32	45	47	98	97	194	513	1	21	59	112	97	96	63	40	24
Harris . . . . .	20	22	49	54	55	26	226	1	11	24	15	36	36	35	38	30
Harvard . . . . .	27	61	53	102	174	108	525	. . .	20	75	74	101	89	75	44	47
Hillside . . . . .	16	34	52	53	52	55	262	2	10	26	52	38	33	42	29	30
Lawrence . . . . .	42	90	143	190	192	211	808	1	39	106	132	163	146	126	83	72
Lewis . . . . .	43	102	108	106	109	113	551	1	18	54	61	104	85	73	74	111
Lincoln . . . . .	44	49	99	109	112	197	610	. . .	6	58	116	135	100	66	74	55
Lowell . . . . .	35	53	52	126	106	110	482	. . .	15	49	86	91	84	78	39	40
Lyman . . . . .	26	62	62	98	154	161	563	. . .	9	44	89	79	85	127	83	47
Mather . . . . .	13	61	52	46	52	102	326	. . .	11	33	43	26	63	59	37	41
Mfinot . . . . .	11	25	43	48	54	49	230	3	13	33	33	43	29	35	21	20
Mount Vernon . . . . .	20	16	15	29	38	30	148	3	4	21	28	25	19	22	20	6
Norcross . . . . .	50	96	102	111	106	168	633	2	17	67	125	115	109	73	60	65
Phillips . . . . .	45	51	98	150	197	153	694	. . .	27	85	94	133	109	99	82	65
Prescott . . . . .	30	56	54	117	95	109	461	. . .	11	51	76	83	84	69	55	32
Quincy . . . . .	48	49	99	95	132	160	603	3	32	81	116	108	106	90	50	17
Rice . . . . .	43	102	103	50	138	168	694	. . .	8	48	105	117	87	86	81	72
Sherwin . . . . .	34	94	96	105	237	244	850	. . .	11	87	152	167	140	117	81	75
Shurtleff . . . . .	50	56	97	98	206	178	685	1	30	71	106	92	103	102	93	87
Stoughton . . . . .	18	15	52	41	49	57	232	4	9	35	38	38	37	28	24	19
Tileston . . . . .	8	8	13	15	9	12	65	3	4	7	11	8	9	11	8	4
Warren . . . . .	31	56	91	97	167	159	601	2	6	79	119	107	94	83	52	59
Wells . . . . .	40	45	41	96	99	102	423	. . .	15	48	74	65	62	67	48	44
Winthrop . . . . .	57	81	99	188	219	231	875	1	52	98	135	164	139	125	87	74
Totals . . . . .	1,572	2,558	3,673	4,594	5,821	6,935	24,913	56	879	2,605	4,103	4,328	4,171	3,659	2,733	2,379

## PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, January 31, 1878.*

DISTRICTS.	Schools.	Average whole Number			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . . .	7	237	100	337	220	90	310	27	91.9	214	149	363
Allston . . . . .	5	127	104	231	113	89	202	29	87.4	158	88	246
Andrew . . . . .	7	192	195	387	178	177	355	32	91.7	271	142	413
Bennett . . . . .	4	99	99	198	86	84	170	28	85.8	134	89	223
Bigelow . . . . .	12	330	262	592	311	241	552	40	93.3	401	210	611
Bowditch . . . . .	11	254	265	519	234	248	482	37	92.9	359	188	547
Bowdoin . . . . .	12	284	292	576	259	260	519	57	90.1	421	219	640
Brimmer . . . . .	11	285	255	540	263	232	495	45	91.7	369	222	591
Bunker Hill . . . . .	11	247	279	526	230	252	482	44	91.6	335	236	571
Central . . . . .	4	92	78	170	85	70	155	15	91.1	99	71	170
Chapman . . . . .	10	313	223	541	290	207	497	44	91.8	351	211	562
Charles Sumner . . . . .	5	109	108	217	102	99	201	16	92.6	140	78	218
Comins . . . . .	17	457	445	902	417	409	826	76	91.5	430	386	816
Dearborn . . . . .	17	474	419	893	431	367	798	95	89.4	489	398	887
Dudley ( <i>Boys</i> ) . . . . .	8	214	204	418	200	186	386	32	92.3	223	211	434
Dwight . . . . .	6	128	148	276	117	132	249	27	90.2	220	95	315
Eliot . . . . .	14	440	189	629	406	171	577	52	91.7	367	265	632
Emerson . . . . .	9	267	205	472	245	185	430	42	91.1	267	191	458
Everett . . . . .	11	341	294	635	316	269	585	50	92.1	364	322	686
Everett, Dor. . . . .	6	161	139	300	143	126	269	31	89.6	173	118	291
Franklin . . . . .	13	316	332	648	298	303	601	47	92.8	373	281	654
Frothingham . . . . .	9	238	242	480	219	217	436	44	90.8	320	189	509
Gaston . . . . .	9	214	227	441	204	208	412	29	93.4	258	193	451
Gibson . . . . .	4	89	95	184	80	82	162	22	88.0	115	81	196
Hancock . . . . .	16	364	399	763	359	361	720	43	94.4	447	317	764
Harris . . . . .	3	61	72	133	54	60	114	19	85.7	83	47	130
Harvard . . . . .	13	313	339	652	289	298	587	65	90.0	426	269	695

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . . .	4	84	77	161	77	67	144	17	89.4	112	69	181
Lawrence . . .	21	815	270	1,085	781	250	1,031	54	95.0	702	375	1,077
Lewis . . . . .	11	292	251	543	264	222	486	57	89.5	379	186	565
Lincoln . . . .	7	299	68	367	275	57	332	35	90.5	237	143	380
Lowell . . . . .	10	285	235	520	266	209	475	45	91.3	311	228	539
Lyman . . . . .	8	254	129	383	239	121	360	23	93.9	218	186	404
Mather . . . . .	4	120	112	232	107	94	201	31	86.6	116	116	232
Minot . . . . .	4	74	71	145	66	61	127	18	87.5	100	46	146
Mount Vernon .	3	48	47	95	45	43	88	7	92.6	59	41	100
Norcross . . . .	7	...	344	344	...	331	331	13	96.2	207	146	353
Phillips . . . .	6	155	86	241	136	74	210	31	87.1	122	138	260
Prescott . . . .	6	147	155	302	138	138	276	26	91.3	163	147	310
Quincy . . . . .	7	209	146	355	194	136	330	25	92.9	240	111	351
Rice . . . . .	7	195	153	348	179	138	317	31	91.1	205	160	365
Sherwin . . . .	15	379	376	755	358	351	709	46	93.9	433	345	778
Shurtleff . . . .	7	176	181	357	162	166	328	29	91.9	201	156	357
Stoughton . . .	2	56	63	119	63	59	112	7	94.0	99	27	126
Tileston . . . .	1	16	20	36	15	19	34	2	94.0	29	9	38
Warren . . . . .	8	233	106	439	213	187	400	39	91.1	269	204	473
Wells . . . . .	12	283	303	586	264	273	537	49	91.7	366	227	593
Winthrop . . .	6	136	187	323	125	169	294	29	91.5	224	117	341
Totals . . . .	410	10,902	9,494	20,396	10,106	8,588	18,694	1,702	91.6	12,059	8,443	21,102



## PRIMARY SCHOOLS.

*Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, January 31, 1878.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1878.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	50	54	48	52	55	104	363	57	76	81	81	68
Allston . . .	55	32	38	22	24	75	246	42	54	62	57	31
Andrew . . .	76	38	58	61	59	121	413	65	102	104	74	68
Bennett . . .	27	30	30	33	31	72	223	40	46	48	57	32
Bigelow . . .	103	105	66	107	80	150	611	78	162	161	131	79
Bowditch . .	105	83	99	49	96	115	547	97	138	124	104	84
Bowdoin . .	83	92	118	101	89	157	640	111	169	155	123	82
Brimmer . .	59	93	84	67	64	224	591	83	116	170	121	101
Bunker Hill .	90	82	83	94	61	161	571	93	119	123	109	127
Central . . .	30	25	23	31	24	37	170	31	24	44	38	33
Chapman . .	75	80	106	80	72	143	562	95	117	139	126	85
Chas. Sumner	43	32	29	34	23	57	218	35	62	43	32	46
Comins . . .	119	114	137	138	137	231	876	95	213	182	195	191
Dearborn . .	123	129	139	117	167	212	887	94	178	217	185	213
Dudley( <i>Boys</i> )	77	77	35	64	86	95	434	59	67	97	106	105
Dwight . . .	44	48	50	52	44	77	315	45	87	88	56	39
Eliot . . . .	89	105	103	100	111	124	632	87	161	136	117	131
Emerson . .	60	67	76	65	54	136	458	62	97	108	101	90
Everett . . .	91	95	124	123	124	129	686	77	134	153	141	181
Everett, Dor.	37	28	43	59	48	76	291	33	72	68	60	58
Franklin . .	116	103	111	97	86	141	654	91	122	160	130	151
Frothingham	71	70	88	60	39	181	509	75	86	103	128	117
Gaston . . .	44	91	51	103	48	114	451	77	78	103	94	99
Gibson . . .	42	17	22	35	35	45	196	23	35	57	37	44
Hancock . .	92	123	93	150	138	168	764	117	145	185	137	180
Harris . . . .	26	15	20	17	17	35	130	13	35	35	29	18
Harvard . .	123	84	72	147	123	146	695	107	135	184	148	121
Hillside . . .	27	17	28	38	26	45	181	38	32	42	31	38

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1878.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	167	156	154	171	174	255	1,077	164	228	275	209	201
Lewis . . . .	82	89	106	79	70	139	565	63	132	138	139	93
Lincoln . . .	50	69	25	62	60	114	380	71	78	88	71	72
Lowell . . . .	86	72	83	84	56	158	539	91	107	113	129	103
Lyman . . . .	77	64	53	57	50	103	404	47	73	98	88	98
Mather . . . .	22	39	29	33	55	54	232	26	44	46	64	52
Minot . . . .	26	27	21	26	23	23	146	21	44	35	22	24
Mt. Vernon .	23	20	17	14	5	21	100	15	23	21	30	11
Norcross . . .	48	54	49	52	50	100	353	46	94	75	84	54
Phillips . . .	59	44	43	26	50	38	260	30	45	47	31	107
Prescott . . .	61	47	35	50	59	58	310	35	57	71	75	72
Quincy . . . .	41	54	50	53	53	100	351	57	98	85	69	42
Rice . . . . .	48	50	58	112	37	60	365	29	74	102	76	84
Sherwin . . . .	99	76	83	127	175	213	778	82	174	177	167	178
Shurtleff . . .	52	86	59	24	86	50	357	42	81	78	90	66
Stoughton . .	22	17	21	20	12	24	126	27	44	28	14	13
Tileston . . .	12	. . .	. . .	10	10	6	38	8	13	8	6	3
Warren . . . .	92	64	57	50	48	162	473	72	102	95	92	112
Wells . . . . .	92	69	72	88	111	161	593	100	129	137	100	127
Winthrop . . .	57	50	60	56	59	59	341	44	79	101	62	55
Totals . . . .	3,193	3,082	3,054	3,290	3,204	5,279	21,102	2,990	4,551	4,990	4,357	4,184



# SCHOOL DOCUMENT NO. 16.

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## THIRTY-FOURTH SEMI-ANNUAL REPORT

OF THE

# Superintendent of Public Schools.

SEPTEMBER, 1878.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

No. 39 ARCH STREET.

1878.

SUPERINTENDENT'S OFFICE HOURS.

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MONDAY TO FRIDAY . . . . . 1 P.M.

SATURDAY . . . . . 9 A.M. to 1 P.M.

# REPORT.

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BOSTON PUBLIC SCHOOLS,  
SUPERINTENDENT'S OFFICE,  
September 2, 1878.

*To the School Committee: —*

I respectfully present my first report, the thirty-fourth semi-annual report of the Superintendent of Public Schools.

I entered upon duty March 1, and began that day to visit the schools, spending the forenoon of every school-day but one in visiting them, until I had seen them all. My first object was simply to see them, to make the acquaintance of the teachers, so far as I did not already know them, and to obtain some knowledge of the different classes and children entrusted to their care. Since completing this round, on May 8, I have revisited many of the schools, endeavoring to become more familiar with them and with their members.

I wish I could have been accompanied on my round by every member of the School Committee. Whatever knowledge of the schools they possess, it must have been heightened by witnessing the living panorama as it unrolled itself day after day for forty days, — the school-houses and their appointments, the throng of teachers, the yet greater throng of pupils,

the animation which characterizes most of their lessons, and, above all, the high purpose which ennobles many of them, and makes it a privilege to be associated with them. Seen at intervals and in fragments, the schools cannot be so thoroughly appreciated, nor can the sympathy which they deserve from those in authority over them be so widely spread or so deeply seated, as when they are seen continuously in all their relations with themselves and with one another.

This I will say at the outset, that the public schools, whether of Boston or the country at large, never merited greater concern than they do now. If popular education can effect but a part of what has been claimed for it in the past, the present is the very time to prove it. We need a generation of clearer thoughts and nobler motives, to take the places that are now but poorly filled, and lift our occupations, our institutions, and our lives to a higher range. This, it is said, the public schools cannot bring to pass. But if they cannot, what other schools, what colleges, or universities even, can? It is in the public schools that the great body of the nation is to receive its intellectual training, and, I venture to add, its moral training. No other sources of instruction are so open, none flow so freely, none so helpfully; and it is not their fault, so much as ours in drawing from them, if they fall short of our wants. What we most want must be clear enough by this time. "Character," says Mr. Emerson, "gives splendor to youth." He might say it gives other things, and among them the power to profit by the opportunities which education offers. Discipline is essential to tone, and



tone to learning. The child who behaves ill, who has no manners, perhaps no principles, certainly no apparent ideals, may have the best literary or scientific instruction ever given, but in vain; he comes to it in indifference and leaves it in ignorance. The help that character gives to youth is continued to manhood and womanhood. Every opportunity, every interest, every purpose of life may be said to centre here. Moral training is at the heart of all training. To it as to the object for which no effort or sacrifice was too great, our schools were devoted by their founders, and we who come after can find no better.

Nothing surely can give the schools greater power over the homes connected with them. Next after their work for the children, that for the families to which the children belong is the greatest. Their intellectual force, yet more their moral force, when exerted, is felt on every side, and by none more than by those who deny its operation. Of all educational institutions the public schools reach farthest beyond themselves. They have helped to start many a family on a course never attainable or even conceivable without them, and have kept many a one from swerving from the way once taken towards purity or truth. Every child they send home at the close of the day better than he was at the beginning is a power to which the household yields, perhaps unconsciously, perhaps unwillingly, but at last.

To see what the schools are capable of doing, however, is not the same as to see them doing it. Confidence in them for what they have done is consistent with desire that they may do more. Let me make this report, in substance, an inquiry into some of the

causes which impede the action of our system, and some of the means by which they may be removed.

The most obvious impediments are those which arise from local or individual sources. Sometimes the situation or construction of a building, sometimes the ignorance or indolence of a teacher, sometimes the pressure of requirements at a particular point, — these and similar explanations may be given for many of our deficiencies. They are fair subjects of criticism, and they generally receive an ample amount of it; but they do not justify opposition to the system of which they are far from being characteristic traits. They should be frankly admitted, and freely treated, each by itself, and with all the consideration which each requires. Never vindicated, never allowed to throw their shadow over a school a moment longer than is inevitable, they may be removed, and, though other similar imperfections appear from time to time, the dark spots gradually diminish as the light increases from all quarters.

It is more difficult to see, and much more difficult to remedy, the defects arising from general causes. These may be so ingrained in a system as to be inseparable from it, until it is itself modified. If a scheme is too limited, for instance; if it admits but few studies, and but small portions of those few; if it is shorn of time, means, and resources, — then the education given under it will be limited, no matter how competent the teacher or how diligent the pupil. Should we draw up our lines in an alley when they need open ground, their movements must be ineffective. To free the schools from some of their failures it may be wise to give them more room in some directions,

and let them outgrow all narrowness. On the other hand, a scheme may be not too restricted, but too expanded, stretched over more space than it can really cover, and thus involving teachers and pupils in loose and fragmentary courses. Scattering fire does not win a field. Once more, the ground may be neither too broad nor too narrow, but too crowded, so that the ranks interfere, and sometimes press upon each other, to the confusion of them all. An educational course may be packed so full of work that one piece crushes out another; so many books to be gone over, so many pages to be taken at a lesson, so many exercises of all sorts to be attempted, if not accomplished; and then the pressure is the obstacle against which both teachers and taught beat until they are often pitifully bruised.

There are other causes of imperfection for which neither a scheme of education nor its local or individual details can be held in the slightest degree responsible. They are the fault, sometimes the misfortune, of the community. Their aspect varies with varying classes, looking now like poverty, now like luxury, and yet wearing the kindred features of ignorance and error. No committee, no school, no teacher, it might almost be added, no pupil, but is aware of these influences from without, and of the obligation to resist them. The schools may be open to the charge of yielding to them, but not to that of creating them; for this the home, the street, the theatre, and similar places, are accountable, and heavy must the account be to render.

Of all the means to remove these hindrances to our work I know none so sure to operate as the essential

principles of education. One such principle is respect for child-nature. Its weakness as well as its strength, its tendency to distraction and weariness, its slowness of growth, and its immaturity even when all the growth possible has been reached,—this should be always in view. Treat children as children. Do not say a thing should be done as if the children set to do it were years older than they are, or, having set them upon it, demand a great part of it from them when little portions are all they can really give us. We are apt to think they need more work than they do ; that they had better pursue this study or that, because we like it, or estimate its advantages very highly, and yet, though our estimate may not be exaggerated, or our liking unreasonable, it may be unwise to prescribe the study to our children. The last model to imitate is

“Blind Authority beating with his staff  
The child that might have led him.”

Our schools are for our pupils, not our pupils for our schools. Pupils' wants are the ends, and pupils' capacities the means, of all wholesome education.

Another principle to maintain is respect for our teachers' nature. Treat them as teachers. They are often treated as pupils, and pupils requiring exceptional control. Why not trust their aspirations? If we would have them equal to their office, we must believe that they are so, and make them believe it; the last thing to do is to make them disbelieve it by putting them into close restraint. They need what others need,—a sense of freedom. They must of

course be under authority, observing general regulations and striving after general results, but every law that lifts itself like a wall on the right hand and the left, every requisition that is dragged after one like a stone, is an injury not only to the teacher but to the taught, and not to them alone but to the system which inflicts the injury, and the community which suffers from it. I fear we often inflict it with the best intentions. We want to help our teachers, and so we frame a rule or programme, as if it would set their feet in the right direction, and bring them out at the point to be reached in the distance. But when we show them the way they are to take, and make sure that they take it, then let them go forward by their own landmarks, or, if these fail them, by the stars above; if both fail them, then it must be because they cannot keep on, and our restrictions will never help them. The freer their movements, consistently with order and efficiency, the better for them, the better for the schools to which they will then be able to give their own life, instead of one borrowed or imposed.

Both the principles just mentioned have been counteracted by the drift of public education for the last ten or twenty years. Studies have been extended, and methods multiplied, at serious hazard to teachers and pupils engaged in them. John Adams wrote to his wife from the Continental Congress of 1774, "I believe, if it was moved and seconded that we should come to a resolution that three and two make five, we should be entertained with logic and rhetoric, law, history, politics, and mathematics, and then we



should pass the resolution." Our public schools sometimes seem almost as much oppressed as Congress. To fill, or try to fill, a course too full, results in emptying rather than filling it. One fact pushes out another, one study renders another fruitless, and, when the end is reached, it is like a desert. If this were all it would be bad enough, but there is something worse. The minds of those employed upon such work are necessarily treated as if they were physical, not intellectual, and so jammed and strained are they in most cases as to lose their elasticity, almost their vitality. Cramming never was, and never will be, educating. If educating is drawing out, cramming is driving in; if the one means bringing up or nurturing, the other means pressing down or stunting,—always the opposite. Cramming asks, How much? How soon? Educating, How well? How long? Cramming cares nothing for teacher or scholar, but only for the school or the system. Educating makes everything of the teacher and scholar, and leaves the school, if it can be spoken of as a separate object, and the system very much to themselves, sure that they will be right if the teacher and the scholar are.

Education, real education, aims straight at the will. It is not so much what young people are learning, as how they are learning, or how much they want to learn, which proves their training. The best points of training are motives. Boys and girls come to school with hardly a single motive that can be called rational, and yet this is what they must have before they can make any progress, or even take any posi-

tion. Such a motive is the first lesson, and the best that their school can give them, and other lessons will follow fast. The only way I know of beginning is to make a child's work an enjoyment rather than a burden, by helping him to see to what it leads, and by making it, whether he knows what we are doing or not, a means to an end beyond it, the exertion of some faculty he likes to exert, the satisfaction of some curiosity he likes to satisfy. Zeal for study is the great object to attain.

With more zeal there comes more ability. Excite a heartier desire to learn, and the power to learn will soon be stronger. Sir William Hamilton said, "The primary principle of education is the determination of the pupil to self-activity." Calling it the primary principle is immaterial, but making it one of our primary objects is material, I should say indispensable. What we do for a pupil is measured by what he can do for himself. This is a truism upon which I need not write. But we do not always act upon it, and without acting upon it, moral and intellectual training has a poor chance in school or out of school.

What we will do, or attempt to do, being determined, the next thing to determine is what we will not do. A German writer of the last century said: "Education should at first be more negative than positive, in order to get rid of obstructions." It certainly should be negative as well as positive. It should practise self-denial. It should avoid the danger of doing too little by trying to do too much. Let me point out some parts of our work where moderation, as I think, could not fail to be beneficial.



If some studies of our higher schools, for example, were dropped, it would be a gain rather than a loss. There are subjects taken up, it would almost seem, only to be laid down. A score or two of lessons, not always even two, can teach but very little that is desirable in any branch, while they can teach a good deal that is undesirable in encouraging superficial acquisitions. Furthermore, they take away lessons that can ill be spared in other branches, and thus render the whole course far less substantial than it should be. When one considers the great advantage of continuing a study once begun, so that after the comparatively slow advance of the earlier stages is won, the comparatively rapid advance of the later may be enjoyed, and the encouragement invariably following easy progress may attend the close, one cannot but regret that so many of the higher studies terminate a few weeks or months only after they begin. Even when continued longer, as in the languages, they do not have time for much more than a beginning, and the scholars of our High Schools put away their French, or German, or Latin, just when they ought to go on with it, rather than dabble with another language.

The course of study in the Grammar and Primary Schools, laid out by the Board of Supervisors, was adopted by the School Committee at the close of the last school year. It now goes into operation. If we do not expect too much at the outset, or too little as we become familiar with the plan, it will prove, I am confident, better suited to our present wants than the programme which it succeeds. Its great advantage

is its elasticity. One teacher can use it in one way, and another in another, and yet both can reach the same end, and see their pupils growing as they and all of us desire. It frees teachers to a considerable extent from the bondage of the text-book, and calls upon them for oral instruction in larger proportion than has been customary among us, and thus gives them, as well as their pupils, an opportunity to grow in knowledge and in the power of imparting it. If they will but spare themselves discouragement in beginning upon this comparatively new part of their work, they will soon be greatly encouraged by the signs of fresh life in themselves and in those they teach.

It will be easier to carry out the revised course of study if that part of it depending upon text-books can have some better books to depend on. Indeed, one might say that it would be more successful in some respects without any books, or any of a technical character. Spelling-books, for instance, block the way they profess to open. Children should learn to spell partly from their reading-books, partly from the other books they use, and partly from oral and written exercises. When we study a foreign language, we do not get a spelling-book to help us. We read, and write, and either correct our mistakes or leave them to our teacher, and with no other direct instruction we learn to spell the words we use. The work is to a large extent unconsciously done, and there is no better way of doing such work as spelling, at least after its first stages are passed.

On the other hand, while dispensing with some

books, we should introduce others, particularly books to be read. We not only want more reading-books, but different ones; not Readers, not fragments of writings, but writings, however brief, — a story or a history, a book of travels or a poem, — associated as vividly as possible with the author who wrote them, not a mere book-maker who has patched together pieces of them. With such reading-books, intelligently used, the inability of our children to read at sight and with expression would become less common and less painful. As for grammar, it would almost develop itself from such reading as this. Familiarity with the best thoughts and expressions would lead children, with comparatively little effort, to think and express themselves in good language. As they grow older they will be helped by a general, yet perfectly trustworthy, treatise on grammar, provided they are kept from committing any of it to memory.

Writing, like spelling and grammar, is capable of self-development, but not unless many of the books prepared upon purely mechanical principles give way to blank books or sheets, which our children may use with greater freedom of hand and of the will that guides it. The days of copy-setting were better than those of copy-engraving, for this reason, if for no other, that the teacher wrote for the pupils as well as the pupils for him. If he went further, and encouraged them to write out passages in prose or verse, perhaps helping them a little in their choice, then those days were a great deal better, and we had better revive their practices. Text-books in arithmetic are open to the same sort of criticism respecting their mechanical charac-

ter. Hardly a pupil, not to say a teacher, who uses them, but is injured by the way in which they interpose themselves, their definitions and complications, between the student and the study, until it is transformed and he with it. A faculty to be called out by the knowledge of numbers and their relations is too often stupefied by the drugs substituted for them. Instead of some conception of the simpler laws of mathematics, our scholars are misled with rules or bewildered with puzzles, until they know neither what they are trying to learn, nor what powers they are trying to use. Geography is less perplexing, but almost equally artificial. Studying the earth does not seem to be what it means, but committing lists of names, pointing out spots upon maps, perhaps drawing a map without any vision of the land or sea which it nominally represents. Most of the geographies contain an extraordinary amount of matter, not only useless to the few who can master it, but injurious to the many who cannot. History stands like a skeleton in many a school. Far from recalling the past, it frightens it away to return no more. Text-books have much of this to answer for; but not all. The best text-book in history ever printed would be a hindrance, if it were used alone, so that those using it were led to think that the movements or characters it describes are shut in between its two covers. It is still worse if they are supposed to be understood by mere repetition of the description. Perhaps the best plan is to have no text-book, but only reading-books in history; there is then no temptation to use words for thoughts, or depend on memory where imagination is

indispensable. I wish this same imagination had freer play in drawing, and that the books through which instruction is given were both more æsthetic and more elastic. But it is unnecessary to carry these remarks any further. When we consider that most text-books owe their existence to commercial rather than educational considerations, they certainly lie open to criticism.

But were the books in our schools beyond criticism, were they the best to be had or even desired, they would still do harm if too closely followed. "The function of books," says Herbert Spencer, "is supplementary, — a means of seeing through other men what you cannot see for yourself." The masterpieces of literature are guides to be trusted, and yet it is their spirit rather than their style which we are to catch, if we are able. But the mere school-book is nothing more to the teacher or the pupil than a walking-stick. It is the direct action of mind upon mind which makes good teaching, and how much or how little of this action there is in the servile use of a text-book I need not try to analyze. One of the things which most struck a recent English visitor to some German schools was his never seeing a book in the hands of a teacher while teaching. This is greater freedom than I am asking for, but not greater than it might be well to ask for. There is real meaning in the line,

" And, learning, wiser grow without his books."

After reducing our books to terms it may be well to do the same with our examinations. From the day



they begin they seem to gather volume as they proceed, until they sweep away a good deal of time and strength that might be better employed, and heap up difficulties that need never be encountered. They sometimes look as if they were intended to exclude rather than admit those who take them, and even when this forbidding aspect is avoided, a shadow still hangs over them, depressing the more sensitive pupil and preventing his doing himself justice. A long period of apprehension often precedes examinations. It may be unreasonable, but it is more unreasonable in us to give it an opportunity than for the young people to fall its victims. Bold and careless natures, the very natures which might well be more apprehensive about their responsibilities, these go unmoved, and would go so were their examinations ten times more disquieting. To such scholars our examinations do no harm, even if they do no good; but to the timid, of whom there are many, and the conscientious, of whom there are more in our keeping, I feel compelled to say that they are positively injurious. They undo a large proportion of what is done, or ought to be done, by the instruction going before them. They often undo the instruction itself, turn it from training into coaching, or whatever else the process may be called, and thus work permanent rather than temporary harm. Indeed, under an influence so arid, the stream naturally dries up at the source, and the fields through which it ought to flow are parched.

Studies too generally conform to examinations. Teachers and pupils are induced, not to say obliged, to shape their work according to the tests they expect

to be applied to it. Questions which, unanswered, prevent a study from being brought to a successful end, necessarily determine its beginning and its continuance. It becomes us, therefore, so far as we have any hand in examining, to examine in such a way as to show our respect, and encourage others in theirs, for the course that has been laid out. We should content ourselves with the subjects which it has brought into prominence, and which the average pupil may be supposed to have mastered. Subjects rather than separate facts should be the staple of our examination papers, and those whom we examine should be told to treat them freely as well as fully, with a grasp of the principles and relations which they involve. In short, we should treat our pupils as we would wish to be treated ourselves, and ask them what they may be expected to like, rather than dislike, to be asked. We should never question them on points beyond their training. If their training has been defective, it is too late to correct it by examination questions. All we can do is to look forward, and at the beginning of a new study, or a new year, suggest the broader treatment, or the fuller detail, or whatever else we may think required. Examinations themselves should take studies as they have been pursued.

It is, also, to be wished that examinations would have more concern for studies yet to come. The two, as a general rule, have little or no connection, ending on the one hand, or beginning on the other, as if they stood alone. Not one in a hundred examined retains any wish to know more of the subject under examination. The great majority are weary of it, perhaps



mortified about it, and look back as to a bad dream from which they have waked, never, they hope, to dream it again. Who thinks this right? Who doubts that the object of an examination is missed, if it does not leave the scholar in the mood of continuing the study which he has but begun, however successful he may have been? Is the examination really "the be-all and the end-all"? Or have we made it so, without thinking of the blank wall we are building right up against our children's faces? The kinship of study to study, the attractiveness of each increasing as the course goes on, the charm of knowledge growing more and more winning; in short, the highest rewards of learning, all run the risk of being lost.

There is a still greater risk. Examinations of the sort we are considering are usually prepared for, at least just before they are taken, by a burst of cramming. On this let an English expert in mental disease, Dr. Hack Tuke, be heard for a moment:—

"The psychological mischief," he says, "done by excessive cramming both in some schools and at home is sufficiently serious to show that the reckless course pursued in many instances ought to be loudly protested against. As we write, four cases come to our knowledge of girls seriously injured by this folly and unintentional wickedness. In one, the brain is utterly unable to bear the burden put upon it, and the pupil is removed from school in a highly excitable state; in another, epileptic fits have followed the host of subjects pressed upon the scholar; in the third, the symptoms of brain fog have become so obvious that the amount of schooling has been greatly reduced; and in a fourth, fits have been induced and complete prostration of brain has followed. These cases are merely illustrations of a class, coming to hand in one day, familiar to most physicians. The enormous number of subjects which are forced into the curriculum of some schools, and are re-

quired by some professional examinations, confuse and distract the mind, and by lowering its healthy tone often unfit it for the world. While insanity may not directly result from this stuffing, and very likely will not, exciting causes of mental disorder occurring in later life may upset a brain which, had it been subjected to more moderate pressure, would have escaped unscathed."

"The other day," adds Dr. Tuke, "we met an examiner in the street with a roll of papers, consisting of answers to questions. He deplored the fashion of the day; the number of subjects crammed within a few years of growing life; the character of the questions which were frequently asked. . . . He sincerely pitied the unfortunate students." Perhaps the examiners are to be pitied likewise. They use hard words about examinations in England. Canon Barry laments "the almost fanatical belief in them." Mr. F. W. Newman speaks of their "spreading as a leprosy," and Prof. Huxley calls them "the educational abomination of desolation of the present day."

Examination has two distinct functions. One is disciplinary, a mere means of compelling attention and perseverance through a course of study. The other is educational, a process of gathering up the facts that have been acquired, presenting them in their connections, and thus developing the subject to a degree not otherwise so easily attainable. This educational part should be played all through a study as well as at its close, and it should be so played as to make the student more and more confident of his acquisitions and his powers. It is the only part to be taken either with dignity on its own side, or to the lasting benefit

of education. The other is the part of a watch-dog rather than a teacher. It pleads the necessity sometimes of enforcing order and keeping a school in outward diligence; sometimes of guarding graduation and excluding the undeserving from the crowning honor of the schools. If diligence is what we want, there are simpler ways of encouraging it; if safeguards of graduation are what we seek, we shall find better in a careful and uniform system of promotions; take care of promotions, and the graduations will take care of themselves. It is only by using examinations helpfully that we can make them helpful. Adapted as they should be to what precedes, and what is to follow after them, too moderate to injure health of mind or body, true to their own functions, they are among the most serviceable of our agencies. Like everything else that is good, like exercise, like study, like enthusiasm, they can be perverted, and then they turn into evil. Just as any other burdens, these may bend the shoulders and break the spirit, or they may be borne upon uplifted head and with buoyant heart.

If we look at examinations from the side of examiners, we shall find further reason to moderate them. The preparation and correction of examination papers in schools so numerous attended as ours absorb a large amount of time and force that might be better used. While it is wise to test instruction, it is unwise to make as much of testing as of instructing. Yet this is the natural result of keeping teachers busy as examiners. It is the same with the supervisors, as they direct the diploma examinations

of our pupils, or both direct and conduct those of teachers from other places who seek appointment here. The tendency of such incessant examining is to turn the supervisors from inspectors into examiners. Examination means judgment ; inspection means this and a great deal more. It is counsel, encouragement, sometimes inspiration. It is welcome to the teacher of mature methods, because it approves them ; and to him of immature, because it improves them. It is welcome to pupils of fair capacity and industry, for it assures them of appreciation, and sets them on towards success. It brings light to uncertainty, hope to depression, and makes the school a scene of cheerful activity and cheerful expectation. This is the office which I know the supervisors wish to fulfil, and they will have all the aid I can give them in fulfilling it. I welcomed their organization at the time it was effected as a measure of inspection, and as such, of the highest promise to public education. The good they have accomplished in face of all the difficulties inseparable from a new work has already proved the wisdom of undertaking it, and it will prove itself yet more clearly, I believe, in the future.

In moderating the requirements of our educational system we shall find opportunity of improving the moral tone of the schools. Half the temptation to dishonesty, to which too many children are constantly yielding, would disappear with the strain to which I have been objecting. Other good qualities besides truthfulness would have a better chance of cultivation. Courage, vigor, thoroughness in detail, especially in that which is comparatively unobtrusive, high-minded-

ness in generalization ; these are results of infinitely greater value than the highest percentages. They cannot grow, indeed they cannot live, under the driving wind that has been allowed to sweep through our schools.

There is an opposite extreme to be guarded against. It is keeping back pupils when fully prepared to advance. This does not teach patience, but exhausts it; it does not kindle ardor, but quenches it. There is something absolutely wrong in shutting up a pupil within the pages of a book, or the limits of any exercise, long after his work is done, merely because the work of his fellow-pupils is not done. If we drag him down so completely to their level, he can do nothing to lift them a hair's-breadth to his; his, indeed, ceases to be his, and the brightness he brought with him into the school may be extinguished, perhaps for life. Our promotions should be not merely bolts drawn against the slower or the idler children, but also swinging gates through which the quick and the earnest can go forth rejoicing.

Such are some of the simpler means by which I think the efficiency of our educational work can be increased. I have not yet so much as thought of the expedient which appears to be more popular than any other; but it may now be considered briefly. Public education, it is alleged, once useful, has become, or is becoming, ornamental; it includes many things inappropriate, while it omits many appropriate to its purpose. This purpose itself, we are told, is perverted. Instead of fitting our boys and girls to earn their bread, and making them serviceable to themselves



and others as working-men and working-women, we are turning them into scholars and artists, and throwing them as almost helpless burdens upon society. They should leave school so well trained for the different industries as to have no difficulty in entering upon them without the delays of pursuit or apprenticeship. If this is what a useful education means,—and everything else, physical, mental, and moral training, so far as it does not fit those who receive it for manual labor, is ornamental,—then it must be confessed that ornament is the characteristic of our system. But there may be a far more widely useful tendency in such a system than in anything to which we may prefer to give the name of practical. If we could but spare ourselves the common mistake of thinking ornament useless, we should be spared a good many unsound arguments against ornamental education. Is there anything in human nature or human training more useful than “the ornament of a meek and quiet spirit” ?

Were industrial education tried in the way usually recommended, it would, I fear, not only fail to remove our difficulties, but add to them. Introduced into our existing schools, it would increase the pressure already too great, or multiply the shortcomings already too numerous, in the studies now taught, while it would find so slender opportunities for itself as to turn out in all probability the most imperfect branch of all. Schools are not, and cannot be, workshops or kitchens. They can provide benches and tools where a certain number of boys may be occupied, perhaps really instructed, in handicraft. Or

they can set up a range, at which a few girls may be taught cooking of a general character. But it may be doubted if there is a mechanic in Boston who would think much of mechanical training in a common school, while it may be taken for granted that no housewife would consider school cookery of any practical advantage there or elsewhere. If industrial education it to be given, it should be of a more substantial sort. It needs its own schools, to which our boys and girls may be admitted when they are old enough to profit by them, let us say at the High School age, when, instead of attempting the higher studies, they might be better employed in manual occupations. We should then have Industrial Schools parallel with our High Schools, yet independent; a better plan, I think, than making them mere fragments of the Grammar Schools.

Even then, however, and admitting all the advantages of industrial education, we are not bound to admit that the city should provide it. It is of just that character which will flourish better on private than on public soil. It needs specialists to found it, and specialists to build it up, so that it may do its work effectively. If given by these, and to those who really feel the need of it, it will be saved from a great deal of waste, waste of energy and waste of money. It will also receive a larger share of general confidence, and, in return, contribute more to the welfare of the community. There is no greater mistake in education than in clamoring for the State to do what can be done better by individuals. If it must provide training for labor, it may soon be called to pro-



vide labor itself, and then we shall have a sad experience of full-blown communism,

“The something that infects the world.”

If the object is, as sometimes stated, to make labor respected, it will hardly be secured by making labor dependent on public education. By such education one reaches only the forms, not the realities of labor, and if the former get into the place of the latter, if toil, under constant oversight, is supposed to be the same as that which oversees itself, then genuine labor is robbed of the respect which is its due. Shall we take boys and girls, just as they are, and train them manually, supposing that they will therefore learn to honor manual employment? Or shall we try to make them more than they are, and train them mentally and morally, in the hope that as they grow wiser and better they will attain a higher idea of the industries in which they will probably engage? There can be little doubt which of these courses will exalt labor in the long run. But it is to be frankly admitted that there is such a thing as exalting labor above its merits. Unskilled labor, the toil of an unthinking man or woman, followed only for the sake of the wages it brings, this deserves little respect, and we should do nothing to secure it any. Our best work must be to increase both the supply and the rewards of skilled labor, and there is no way so direct as the common lessons of the school. These, if well taught and well learned, will make men better mechanics, better followers of every calling; these will make women better house-

keepers and mothers, or, if they are work-women, better work-women.

Industrial education is not the only educational panacea. But the few remarks here offered about it may suggest the spirit in which other special remedies are to be considered. Anything special is really out of keeping with a public-school system. If admitted, it should be very cautiously, and not a line beyond its essential relations with the system. If it can be turned from a special into a general study, it is in place, and should be cultivated by all the means we have; but if it must always remain special, requiring to be specially handled, then it should be dropped at the earliest opportunity. Such studies as continue special are always unsatisfactory. The part they bear in the work of the schools is not only a small one, but it is generally poorly performed, and the low standard of the special courses is sure, sooner or later, to depress the higher one of the general.

It is therefore for the interest of education to keep special teaching within moderate bounds. It is equally for the interest of economy to do so. Such branches, though not the costliest absolutely, are much the costliest relatively, and if retrenchment is desirable anywhere, it is here.

Another expense to retrench is that of supplies now given to children who can pay for them, as freely as to those who cannot. The text-books bought on public account and lent to those applying for them are constantly increasing in number without justifying reasons. Some books, such as those for reading, may be purchased to circulate from school to school,

or class to class, at comparatively moderate cost and on comparatively good grounds. But the almost indiscriminate supply of text-books, by the city, involves an outlay which appears to me indefensible. Then there is the appropriation for stationery, writing-books, and drawing-books, not lent, like the text-books, but given outright to all the children of the schools, without any regard to the preference of many and the ability of more, many more, to furnish themselves. The items for the last financial year were, —

Stationery,	.	.	.	.	.	.	.	.	\$10,219 01
Writing-books	.	.	.	.	.	.	.	.	6,377 99
Drawing-books	.	.	.	.	.	.	.	.	9,088 65
									<hr/>
									\$25,685 65

I went one day to a Primary School, in a suburban street, filled with poor children of foreign origin. As they were using blank-books for a purpose not required by the Regulations, I asked how they obtained them, and was pleased to be told that they bought them for themselves, without an objection from their parents. It is impossible not to feel that such supplies might be procured, generally, at as little cost, either to the City Treasury, or, what is of infinitely greater importance, to the character of the people.

What a citizen can provide for himself or his family ought to be left to his providing, for his sake and for theirs. For the city to play the benefactor unnecessarily is no benefaction. It cannot do so without discouraging the self-dependence of its citizens, which is its best foun-

dation, or encouraging ideas concerning the relations of the government and the governed, which, of all social dangers, are, perhaps the most menacing. Not how much, but rather how little, can the State do for the individual, consistently with the welfare of both, is the question to be asked in education, as in every other provision for the community. It will, of course, be variously answered; yet there is no gainsaying the general principle, that the more our schools can favor self-support among those whom they reach, the greater will be their service to the nation. As for their pupils, it is easy to see that the pouring out of school materials at their feet is no way to train them in thrift or foresight. Would we check the wasteful habits by which we are sometimes characterized nationally, here is an opportunity. There are large numbers of our children who cannot buy their books or stationery; there are others who cannot clothe themselves; there are some without the food they need. Who does not wish to help them? But help should be given with a degree of caution entirely impracticable, if the city is to give it to the mass. It should be for associations, or families, or, better still, individuals, to look after the needy, and to take care that because they are children of want they are not also children of ignorance. But it is best for every child, and for every parent, that education should cost something, and that frugality and self-denial should be as necessary to obtain it as to get food, or clothing, or shelter.

Here, as in all other influences of the schools, we are to consider what makes most for the character we wish to form. It is not merely how much these sup-

plies cost in money, but how much in self-reliance, in self-sacrifice. There are a thousand ways of looking at the same object, but only one way of grasping it, and this is by turning from the system to the living being, from the benefit or the injury, whichever it be, to him who receives it. "Not thinking," says the author of *Friends in Council*, "of the things that are to be done, but of the persons who are to do them."

I have spoken for the sake of economy. Let me add something in favor of wise expenditures, more economical in many circumstances than any retrenchments. Such, I think, are the salaries of our teachers, which, instead of being the first expenses to be cut down, ought to be the very last. We can get on without vast buildings or materials; we can wait for better times to fill our libraries or our collections; we can part forever with drills, exhibitions, and festivals, or with all that is expensive about them; but we must have men and women, whom nature as well as training has made teachers; we must have the heads and the hearts that are not found wherever we seek them; we must have the personal force which is beyond all other forces, in earth as well as heaven. If everything else were sold that we might have these treasures, they would not cost too dear. Economy beginning with them is not economy, but wastefulness.

Another point where it ceases to be real economy is in our Primary Schools. How it ever came to pass, or how, having come to pass, it has since been tolerated, that Primary teachers should be thought worth less than



others, or that their pupils should be thought as well off with inferior as with superior instruction, seems difficult to explain. Twenty-one years ago, the Report of the School Committee says, "It is scarcely possible to attach too much importance to the Primary Schools." "In every work," adds the Superintendent, my predecessor, "the first steps are the most important. Especially is this true in the business of education." From this position, taken so many years since, there has been but slight advance; indeed, it would almost seem as if the motion, if any, had been backward, I do not mean in the methods or results of teaching, but in its estimation. Of this we may be as sure as we can be of anything, that we must choose our Primary teachers from the very best candidates who offer themselves, the best in culture, the best in skill, and, when we have chosen them, honor them as their high calling merits, until the whole community appreciates how sacred a charge is that of the little children. It would be an improvement, in my opinion, and perhaps the greatest single improvement to be made in our system, were a few men of character and education employed exclusively in Primary instruction. I am not insensible to the value of that given by our principals, but with all their fidelity they cannot do just what others with undivided responsibility can, for the Primary Schools. Suppose a vice-principal were appointed for each district large enough to be entitled to his services, or for two or more districts together, with the immediate supervision and instruction of the Primary classes, and is it too much to hope,

if he is a man of true stamp, that he will raise them to a higher work than they have ever done?

Here let us pause before entering into the parts of our system. It is enough at present to consider it as a whole, and to suggest such general modifications as appear to promise favorably. There are many subjects in which I feel deep concern, but they can be deferred without harming anybody.

However general this report, it should not be closed before alluding to the retirement of two men long and intimately connected with the Boston schools. Mr. Philbrick, as Master and Superintendent, has been more identified with our system than almost any one before him, and no one who comes after him can hope to leave a broader mark upon it. He is, and long will be, missed by those associated with him in common labors. Mr. Hyde will be regretted far beyond the limits of the Everett School. The mere length of his service would make it memorable. Its animation and its efficiency have rendered it one of the historical masterpieces of Boston. Let us who remain imitate, as well as cherish the good qualities of those who have retired.

Nothing whatever can take the place of individual consecration. There is a possibility of making too much of subjects or methods, too much of courses or programmes; but we cannot make too much of the spirit in them. Apart from that, they are as lifeless as the empty shells upon our shores; perhaps very fair, graceful in shape, brilliant in color, but with no living principle. That comes to our educational forms only by the life which can be breathed into them. Where



shall we seek it? It does not spring from literature or science. It is not knowledge, or power, or anything which issues from or ends in the mind. It is something coming from without us, and tending to what is beyond us, that feeds the inner nature, and makes it apt to learn, apt to teach, and apt to live. If a single word can stand for it, that word is Faith, — faith in human capacity, faith in divine power, faith in the love on which the lever that is to move education may rest. One of its chief supports is still at our command. The Bible, driven out of other schools as if it were a source of evil, remains in our schools a source of good. One thing in it, or the natural use of one thing in it, has been taken away, for reasons doubtless sufficient to those who removed it, but insufficient, oh, how utterly insufficient, to many of those from whom it was withdrawn. Can it not be restored? Cannot the Lord's Prayer again be repeated, as it used to be, and the opening of the morning session become once more devotional? I am sure that if either teachers or pupils were consulted, not one who had ever felt his daily studies lightened by asking a blessing upon them, but would plead for being permitted once more to arise and go unto our Father. Schools can never be wholly secular. Prayer, or common prayer, can be hushed in them, and all their immediate lessons can be drawn in from the invisible to the visible. But their ultimate teaching leads on beyond all bounds of sight or time, and carries, or aids in carrying, back the soul to Him who gave it. "Take care," said a visitor to a sculptor who was erecting a monument in Westminster Abbey; "you are working for

eternity." The eternity for which he worked was but a shadow compared with that for which our schools are shaping, consciously or unconsciously, the children of their care.

SAMUEL ELIOT.

STATISTICS,

**June, 1878,**

ACCOMPANYING SUPERINTENDENT'S THIRTY-FOURTH  
SEMI-ANNUAL REPORT,

SEPTEMBER, 1878.

## S U M M A R Y .

### Schools : —

Normal, Latin and High . . . . .	10	
Grammar . . . . .	49	
Primary . . . . .	116	
Licensed Minors . . . . .	2	
Deaf-Mutes . . . . .	1	
Kindergarten . . . . .	1	
Evening High . . . . .	1	
Elementary . . . . .	16	
Drawing . . . . .	6	
	—	23
Total number of Schools . . . . .		202
“       “   Teachers . . . . .		1,244

### PUPILS.

Males . . . . .	29,553
Females . . . . .	25,859
Total number enrolled for the year . . . . .	55,412

Number of children in Boston between 5 and 15 years of age . . . . .	60,762
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### EXPENDITURES.

Salaries of Officers . . . . .	\$58,035 94
“   Teachers . . . . .	1,157,746 09

### Incidental expenses : —

By Committee on Public Buildings . . . . .	126,428 35
By School Committee . . . . .	239,905 71
School-houses and lots . . . . .	113,661 09
Total . . . . .	\$1,695,777 18

## SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	. . .	3	100	1	2	3
Latin School . . . . .	3	38	1,127	13	. . .	13
English High School . . .				16	. . .	16
Girls' High School . . .	1	49	989	1	17	18
Girls' Latin School . . .				1	1	2
Roxbury High School . .	1	7	238	1	6	7
Dorchester High School .	1	7	205	1	4	5
Charlestown High School	1	9	300		7	8
West Roxbury High School	1	5	96	1	3	4
Brighton High School . .	1	4	84	1	2	3
Grammar Schools . . . .	49	550	28,864	85	473	558
Primary Schools . . . . .	84	412	23,000	. . .	408	408
Totals . . . . .	143	1,076	55,003	122	923	1,045

## SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Licensed Minors' Schools . . . . .	. . . .	2	2
Horace Mann School . . . . .	. . . .	8	8
Evening Schools . . . . .	34	85	119
Evening Drawing Schools . . . . .	16	. . . .	16
Kindergarten School . . . . .	. . . .	2	2
Gymnastics: Girls' High School . . . . .	. . . .	1	1
Military Drill: High Schools . . . . .	1	. . . .	1
Drawing: High and Grammar Schools . . . . .	5	2	7
French: High Schools . . . . .	3	1	4
German: High Schools . . . . .	3	. . . .	3
Music: High, Grammar, and Primary . . . . .	6	1	7
Sewing . . . . .	. . . .	28	28
Illustrative Drawing, Normal School . . . . .	. . . .	1	1
Totals . . . . .	68	131	199

## NORMAL AND HIGH SCHOOLS.

*Semi-Annual Returns to June, 1878.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	Ushers.	Asst. Principals.	First Assistants.	Second Asst's.	Third Asst's.	Fourth Asst's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal . . . . .	..	83	83	..	80	80	3	96.0	1	..	..	..	1	1	..	..	..
Latin . . . . .	388	..	388	373	..	373	15	94.9	1	3	6	3	..	..	..	..	..
Girls' Latin . . . . .	..	28	28	..	27	27	1	95.7	..	1	..	..	..	..	1	..	..
English High . . . . .	441	..	441	421	..	421	20	95.3	1	5	10	..	..	..	..	..	..
Girls' High . . . . .	..	537	537	..	501	501	36	93.0	1	..	..	..	1	1	2	3	10
Roxbury High . . . . .	81	112	193	79	107	186	7	96.0	1	..	..	..	..	1	..	2	3
Dorchester High . . . . .	45	60	105	43	58	101	4	95.0	1	..	..	..	..	1	..	..	3
Charlestown High . . . . .	64	101	165	62	95	157	8	95.0	1	..	1	..	1	1	1	1	3
West Roxbury High . . . . .	21	61	82	20	59	79	3	96.2	..	1	..	..	..	..	1	2	..
Brighton High . . . . .	31	28	59	30	27	57	2	95.1	..	1	..	..	..	..	1	1	1
Totals . . . . .	1,071	1,010	2,081	1,028	954	1,982	99	95.2	7	11	16	4	1	5	4	9	22

*Classification, June, 1878.*

SCHOOLS.	First Year Class.	Second Year Class.	Third Year Class.	Fourth Year Class.	Fifth Year Class.	Sixth Year Class.	Seventh Year Class.	Eighth Year Class.	Total.
Normal . . . . .	68	..	..	..	..	..	..	..	68
Latin . . . . .	27	65	94	39	32	65	20	21	363
Girls' Latin . . . . .	16	3	3	4	..	..	..	..	26
English High . . . . .	193	120	96	5	..	..	..	..	414
Girls' High . . . . .	242	114	92	31	9	..	..	..	488
Roxbury High . . . . .	56	32	42	51	..	..	..	..	181
Dorchester High . . . . .	34	28	36	7	..	..	..	..	105
Charlestown High . . . . .	51	30	53	19	..	..	..	..	153
West Roxbury High . . . . .	26	19	20	16	..	..	..	..	81
Brighton High . . . . .	21	22	13	..	..	..	..	..	56
Totals . . . . .	734	433	449	172	41	65	20	21	1,935
Percentage . . . . .	379	223	232	988	921	933	901	901	..

## NORMAL AND HIGH SCHOOLS.

*Number of Pupils to a Teacher, excluding Principals, June, 1878.*

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Avg'e No. of Pupils to a Regular Teacher.
Normal .....	2	83	41.5
Latin .....	12	388	32.3
Girls' Latin .....	1	28	28.0
English High.....	15	441	29.4
Girls' High.....	17	537	31.6
Roxbury High.....	6	193	32.2
Dorchester High.....	4	105	26.2
Charlestown High.....	7	165	23.6
West Roxbury High.....	3	82	27.3
Brighton High.....	2	59	29.5
Totals .....	69	2,081	30.2

*Diplomas of Graduation, June, 1878.*

SCHOOLS.	Boys.	Girls.	Total.
Latin.....	19	....	19
English High .....	81	....	81
Girls' High, Regular and Advanced .....	....	104	104
Roxbury High.....	21	20	41
Dorchester High.....	15	21	36
Charlestown High.....	13	25	38
West Roxbury High.....	1	8	9
Brighton High.....	4	7	11
Totals.....	154	185	339



## GRAMMAR SCHOOLS.

*Semi-Annual Returns to June, 1878.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Adams . . . . .	368	166	534	342	156	498	36	93.1	1	1	.	1	1	8	1
Allston . . . . .	158	190	348	145	174	319	29	91.9	1	.	.	1	1	5	1
Andrew . . . . .	362	185	547	337	164	501	46	92.0	1	1	.	1	1	8	1
Bennett . . . . .	165	143	308	149	131	280	28	91.0	.	1	.	.	2	4	1
Bigelow . . . . .	787	...	787	756	...	756	31	96.2	1	1	1	1	1	11	.
Bowditch . . . . .	...	358	358	...	337	337	21	94.0	1	.	.	1	1	6	1
Bowdoin . . . . .	...	447	447	...	412	412	35	92.2	1	.	.	1	2	5	1
Brimmer . . . . .	713	68	781	669	63	732	49	93.7	1	1	1	2	1	10	.
Bunker Hill . . .	306	296	602	292	279	571	31	94.8	1	1	.	2	2	7	1
Central . . . . .	329	...	329	309	...	309	20	94.0	1	.	.	1	1	4	.
Chapman . . . . .	278	287	565	266	272	538	27	95.2	1	1	.	1	1	8	1
Charles Sumner .	105	100	205	100	92	192	13	93.7	.	1	.	.	1	3	1
Comins . . . . .	365	411	776	350	386	736	40	94.7	1	1	.	2	3	10	1
Dearborn . . . . .	470	407	877	429	373	802	75	92.2	1	1	.	2	3	11	1
Dudley (Boys) . .	444	...	444	414	...	414	30	93.1	1	.	1	1	1	6	.
Dudley (Girls) . .	...	324	324	...	304	304	20	93.6	1	.	.	1	1	4	1
Dwight . . . . .	588	...	588	558	...	558	30	95.0	1	1	1	1	1	8	.
Eliot . . . . .	842	...	842	792	...	792	50	94.0	1	1	2	1	1	11	.
Emerson . . . . .	376	307	683	356	291	647	36	95.0	1	1	.	2	2	7	1
Everett . . . . .	...	694	694	...	647	647	47	93.0	1	.	.	2	3	9	1
Everett, Dor. . . .	206	200	406	196	188	384	22	94.6	1	.	1	1	1	5	1
Franklin . . . . .	...	742	742	...	694	694	48	93.5	1	.	.	2	3	9	1
Frothingham . . .	270	276	546	253	254	507	39	93.0	1	1	.	1	2	7	1
Gaston . . . . .	...	433	433	...	398	398	35	91.0	1	.	.	2	1	6	1
Gibson . . . . .	151	145	296	138	133	271	25	91.5	.	1	.	.	2	3	.
Hancock . . . . .	...	573	573	...	547	547	26	95.6	1	.	.	1	3	7	1
Harris . . . . .	106	136	242	99	126	225	17	92.9	.	1	.	.	1	3	.
Harvard . . . . .	273	280	553	259	264	523	30	94.5	1	1	.	1	1	8	1

¹ Female Principal.

GRAMMAR SCHOOLS.—*Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Hillside . . . . .	. . .	301	301	. . .	277	277	24	91.9	. 1	. .	. 2	3	1		
Lawrence . . . . .	920	. . .	920	886	. . .	886	34	96.5	1 1	2 1	1 1	13	.		
Lewis . . . . .	294	326	620	283	306	589	31	94.9	1 1	. 1	1 1	9	1		
Lincoln . . . . .	620	. . .	620	585	. . .	585	35	94.3	1 1	1 1	1 1	8	.		
Lowell . . . . .	302	219	521	289	207	496	25	95.0	1 .	1 1	1 1	7	1		
Lyman . . . . .	423	185	608	396	178	574	34	94.5	1 1	. 2	2 2	6	1		
Mather . . . . .	148	169	317	129	148	277	40	88.0	1 .	. 1	1 1	5	.		
Minot . . . . .	112	113	225	106	104	210	15	93.2	. 1	. .	1 1	4	.		
Mt. Vernon . . . .	65	77	142	62	73	135	7	94.9	. .	1 .	1 2	1			
Norcross . . . . .	. . .	699	699	. . .	669	669	30	95.6	1 .	. 2	3 7	1			
Phillips . . . . .	741	. . .	741	682	. . .	682	59	92.0	1 1	1 1	1 1	10	.		
Prescott . . . . .	243	235	478	231	221	452	26	94.6	1 .	1 1	1 7	2			
Quincy . . . . .	651	. . .	651	622	. . .	622	29	95.2	1 1	1 1	1 8	.			
Rice . . . . .	632	. . .	632	595	. . .	595	37	94.4	1 1	. 1	1 8	.			
Sherwin . . . . .	423	464	887	403	427	830	57	93.8	1 1	. 1	4 11	1			
Shurtleff . . . . .	. . .	679	679	. . .	623	623	56	92.0	1 .	. 2	3 9	1			
Stoughton . . . . .	134	107	241	125	101	226	15	93.4	. 1	. 1	5 1				
Thleston . . . . .	34	29	63	31	28	59	4	93.3	. .	. 1	1 .				
Warren . . . . .	311	303	614	297	284	581	33	95.0	1 1	. 2	2 7	1			
Wells . . . . .	. . .	473	473	. . .	433	433	40	92.2	1 .	. 2	. 7	1			
Winthrop . . . . .	. . .	927	927	. . .	856	856	71	92.3	1 .	. 2	4 12	2			
Totals . . . . .	13,715	12,474	26,189	12,931	11,620	24,551	1,638	93.7	40	29	16	55	16	342	35

(1)

<sup>1</sup> Deducting repetitions, 28.

GRAMMAR SCHOOLS.  
*Number of Pupils in each Class, whole Number, and Ages, June, 1878.*

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams . . . . .	37	51	102	89	90	139	508	1	22	48	69	95	108	55	60	50
Allston . . . . .	13	17	65	73	80	100	348	5	27	42	54	52	57	59	37	15
Andrew . . . . .	18	34	50	80	205	208	595	2	50	74	95	84	119	74	61	36
Bennett . . . . .	18	24	48	56	53	96	295	..	19	25	53	33	51	56	24	14
Bigelow . . . . .	40	44	98	215	219	164	780	2	63	113	150	126	132	93	68	33
Bowditch . . . . .	10	24	44	80	91	90	339	..	24	49	65	56	57	39	27	22
Rowdoin . . . . .	46	54	66	96	94	80	435	3	10	50	80	85	60	40	43	65
Brimmer . . . . .	46	63	122	132	177	235	775	7	53	110	119	111	121	104	79	71
Bunker Hill . . . . .	28	36	88	120	168	177	617	..	24	62	109	118	97	83	64	60
Central . . . . .	24	28	34	50	70	89	304	2	10	35	47	50	46	42	33	39
Chapman . . . . .	31	34	106	106	116	171	564	..	29	59	75	91	93	64	61	92
Charles Sumner . . . . .	8	13	16	43	55	56	192	..	1	15	22	42	34	38	17	23
Comins . . . . .	29	59	115	100	192	257	752	..	23	91	115	146	136	104	76	61
Dearborn . . . . .	37	77	91	144	209	277	835	1	12	53	142	158	150	125	76	118
Dudley (Boys) . . . . .	37	47	47	104	114	100	449	1	15	38	70	82	80	77	47	39
Dudley (Girls) . . . . .	14	25	43	61	62	106	311	1	10	36	42	49	36	39	33	65
Dwight . . . . .	44	79	80	101	104	113	521	1	12	56	88	100	90	70	49	55
Elliot . . . . .	33	86	98	148	212	217	794	1	19	85	135	153	156	125	81	39
Emerson . . . . .	31	74	90	121	155	176	647	1	29	56	116	94	111	92	62	86
Everett . . . . .	46	73	60	108	104	103	494	..	2	44	60	79	76	77	51	105
Everett, Dor. . . . .	23	32	54	72	111	103	395	..	14	46	60	55	53	54	37	76
Franklin . . . . .	34	95	89	134	129	150	631	..	17	55	94	88	99	95	66	117

Frothingham . . . . .	15	16	70	98	53	173	525	. . .	20	61	101	105	104	58	49	27
Gaston . . . . .	36	46	47	109	100	109	447	2	18	44	59	67	73	70	60	54
Gibson . . . . .	19	30	43	53	57	87	289	2	20	26	33	60	46	36	37	29
Hancock . . . . .	28	36	53	104	100	210	531	. . .	17	71	98	102	97	85	38	23
Harris . . . . .	18	33	55	44	60	23	233	4	24	33	22	28	28	38	26	30
Harvard . . . . .	25	48	55	92	199	124	543	5	5	48	93	107	96	90	41	58
Hillside . . . . .	15	46	49	57	55	65	287	2	15	30	53	51	46	32	27	31
Lawrence . . . . .	31	92	147	182	199	199	850	. . .	48	127	145	172	115	101	91	51
Lewis . . . . .	28	95	109	108	109	175	634	2	34	65	77	89	76	79	84	128
Lincoln . . . . .	39	44	77	100	163	188	611	. . .	13	71	114	106	119	74	53	61
Lowell . . . . .	31	52	54	98	163	101	499	. . .	11	69	83	85	84	73	50	44
Lynan . . . . .	24	50	58	128	155	147	562	2	12	58	88	113	103	73	61	52
Mather . . . . .	11	59	48	54	52	112	336	. . .	8	31	45	41	55	64	45	47
Minot . . . . .	11	24	39	46	56	45	221	. . .	9	25	33	33	39	39	21	22
Mount Vernon . . . . .	19	22	13	28	34	27	143	. . .	5	11	30	21	19	15	27	15
Norcross . . . . .	47	93	95	96	102	224	637	1	32	70	122	130	110	76	53	63
Phillips . . . . .	39	52	100	143	145	201	680	1	23	90	111	97	127	90	83	58
Prescott . . . . .	28	51	48	113	112	138	490	. . .	14	60	74	77	91	76	66	32
Quincy . . . . .	43	47	98	106	159	177	630	1	38	77	134	106	99	103	50	22
Rice . . . . .	39	52	89	100	147	122	549	3	14	53	88	79	99	76	74	63
Sherwin . . . . .	34	96	91	112	211	324	868	. . .	22	82	142	186	151	120	81	84
Shurtleff . . . . .	48	48	85	97	185	201	664	4	34	73	102	89	97	88	70	107
Stoughton . . . . .	16	12	47	40	47	80	242	6	15	17	51	39	42	28	28	17
Tilston . . . . .	8	7	12	16	9	12	64	3	1	7	12	4	8	13	11	5
Warren . . . . .	29	50	88	99	171	176	613	. . .	23	59	109	128	86	81	58	69
Wells . . . . .	37	51	53	94	102	114	451	. . .	25	53	78	59	47	71	53	65
Winthrop . . . . .	55	99	103	200	197	199	833	1	48	92	136	121	156	112	100	87
Totals . . . . .	1,431	2,420	3,432	4,750	6,061	6,990	25,054	66	1,033	2,755	4,093	4,242	4,175	3,466	2,599	2,625
Percentages . . . . .	.037	.097	.137	.189	.242	.278	.003	.003	.041	.110	.163	.169	.167	.138	.104	.105

## GRAMMAR SCHOOLS.

*Number of Pupils to a Teacher, excluding Principals, June, 1878.*

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	11	534	48.6	Hancock....	11	573	52.1
Allston .....	7	348	49.7	Harris.....	4	242	60.5
Andrew.....	11	547	49.7	Harvard ...	11	553	50.3
Bennett ....	6	308	51.3	Hillside ....	5	301	60.2
Bigelow.....	15	787	52.5	Lawrence ..	18	920	51.1
Bowditch....	8	358	44.8	Lewis.....	12	620	51.7
Bowdoin.....	8	449	56.1	Lincoln ....	12	620	51.7
Brimmer..	15	781	52.1	Lowell.....	10	521	52.1
Bunker Hill.	12	602	50.2	Lyman ....	11	608	55.3
Central .....	6	329	54.7	Mather ....	7	317	45.3
Chapman....	11	565	51.4	Minot .....	5	225	46.3
Chas. Sumner	4	205	51.3	Mt. Vernon.	3	142	47.3
Comins.....	16	776	42.3	Norcross....	12	699	58.3
Dearborn....	17	877	57.5	Phillips ....	14	741	52.9
Dudley ( <i>Boys</i> )	9	444	49.3	Prescott....	10	478	47.8
Dudley ( <i>Girls</i> )	6	324	54.0	Quincy.....	12	651	54.3
Dwight .....	12	588	49.0	Rice .....	12	632	52.7
Eliot.....	16	842	52.6	Sherwin....	17	887	52.2
Emerson....	12	683	56.9	Shurtleff...	14	679	48.5
Everett .....	14	694	49.6	Stoughton..	6	241	40.2
Everett, Dor.	8	406	50.8	Tileston....	1	63	63.0
Franklin....	14	742	53.0	Warren ....	12	614	51.2
Frothingham	11	546	49.6	Wells.....	9	473	52.5
Gaston .....	9	433	48.1	Winthrop...	18	927	51.5
Gibson .....	5	296	59.2	Totals .....	509	26,189	51.4 [Av.]

## GRAMMAR SCHOOLS.

*Diplomas of Graduation, June, 1878.*

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams .....	18	12	30	Harris .....	7	12	19
Allston .....	5	8	13	Harvard, Ch .	12	7	19
Andrew .....	18	..	18	Hillside.....	..	14	14
Bennett.....	8	10	18	Lawrence ....	27	..	27
Bigelow.....	34	..	34	Lewis .....	..	36	36
Bowditch .....	..	10	10	Lincoln.....	39	..	39
Bowdoin .....	..	31	31	Lowell .....	15	14	29
Brimmer.....	32	11	43	Lyman .....	14	10	24
Bunker Hill...	13	13	26	Mather .....	5	7	12
Central .....	24	..	24	Minot .....	4	6	10
Chapman.....	13	17	30	Mt. Vernon..	4	4	8
Chas. Sumner.	3	5	8	Norcross.....	..	33	33
Comins .....	10	18	28	Phillips .....	37	..	37
Dearborn .....	18	11	29	Prescott .....	11	15	26
Dudley ( <i>Boys</i> )	17	..	17	Quincy .....	22	..	22
Dudley ( <i>Girls</i> )	..	14	14	Rice.....	38	..	38
Dwight .....	41	..	41	Sherwin .....	..	31	31
Eliot .....	33	..	33	Shurtleff.....	..	47	47
Emerson .....	18	13	31	Stoughton ...	9	6	15
Everett .....	..	45	45	Tileston .....	2	3	5
Everett, Dor..	7	14	21	Warren.....	15	12	27
Franklin .....	..	34	34	Wells .....	..	18	18
Frothingham ..	8	7	15	Winthrop ....	..	39	39
Gaston .....	..	32	32				
Gibson.....	9	9	18				
Hancock .....	..	17	17	Totals .....	590	645	1,235

## PRIMARY SCHOOLS.

*Semi-Annual Returns to June, 1878.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . . .	7	221	87	308	205	80	285	23	92.5	213	120	333
Allston . . . . .	5	132	105	237	121	91	212	25	89.4	184	84	268
Andrew . . . . .	8	191	189	380	174	168	342	38	90.0	309	142	451
Bennett . . . . .	4	97	99	196	87	87	174	22	88.8	150	74	224
Bigelow . . . . .	12	308	246	554	280	221	501	53	90.0	382	188	570
Bowditch . . . . .	11	256	226	482	235	207	442	40	91.3	324	183	507
Bowdoin . . . . .	12	276	252	528	245	219	464	64	87.8	361	211	572
Brimmer . . . . .	11	256	241	497	233	214	447	50	89.9	327	198	525
Bunker Hill . . . . .	11	236	266	502	210	236	446	56	88.8	320	240	560
Central . . . . .	4	76	69	145	71	61	132	13	91.0	95	59	154
Chapman . . . . .	10	303	217	520	267	185	452	68	86.9	357	196	553
Charles Sumner . . . . .	5	113	116	229	106	105	211	18	92.0	109	106	215
Comins . . . . .	16	425	417	842	389	374	763	79	90.6	530	358	888
Dearborn . . . . .	17	456	395	851	407	339	746	105	87.6	535	446	981
Dudley ( <i>Boys</i> ) . . . . .	8	207	188	395	191	168	359	36	91.0	243	179	422
Dwight . . . . .	6	123	139	262	110	121	231	31	88.4	211	93	304
Eliot . . . . .	14	335	171	606	395	150	545	61	89.9	352	270	622
Emerson . . . . .	9	256	195	451	236	179	415	36	92.0	274	196	470
Everett . . . . .	11	286	254	540	262	230	492	48	91.1	364	288	652
Everett, Dor. . . . .	6	151	124	275	136	107	243	32	83.3	203	108	311
Franklin . . . . .	13	297	318	615	272	287	559	56	91.0	381	231	612
Frothingham . . . . .	9	209	223	432	188	193	381	51	88.2	339	149	488
Gaston . . . . .	8	203	195	398	185	173	358	40	90.0	258	168	426
Gibson . . . . .	5	73	78	151	63	66	129	22	85.4	113	61	174
Hancock . . . . .	16	355	378	733	329	356	685	48	93.4	431	327	758
Harris . . . . .	3	57	69	126	52	60	112	14	88.6	98	30	128
Harvard . . . . .	13	282	290	572	255	249	504	68	88.1	405	259	664



PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . . .	4	89	81	170	80	70	150	20	88.3	119	66	185
Lawrence . . .	21	791	251	1,042	752	229	981	61	94.1	621	412	1,033
Lewis . . . . .	11	267	240	507	242	210	452	55	89.1	339	219	558
Lincoln . . . .	7	267	67	334	234	55	289	45	86.5	205	147	352
Lowell . . . . .	9	258	220	478	234	195	429	49	91.8	306	191	497
Lyman . . . . .	8	231	118	349	216	108	324	25	92.4	207	173	380
Mather . . . . .	5	125	110	235	110	95	205	30	87.2	156	96	252
Minot . . . . .	4	81	81	162	76	73	149	13	92.0	124	62	186
Mount Vernon .	3	52	50	102	50	45	95	7	93.1	53	48	101
Norcross . . . .	7	. . .	315	315	. . .	302	302	13	96.0	196	127	323
Phillips . . . .	5	120	80	200	105	67	172	28	86.0	109	101	210
Prescott . . . .	6	159	133	292	143	119	262	30	90.0	184	140	324
Quincy . . . . .	7	209	129	338	193	118	311	27	92.0	260	84	344
Rice . . . . .	7	193	147	340	175	132	307	33	90.3	169	129	298
Sherwin . . . .	15	373	347	720	348	323	671	49	93.2	460	314	774
Shurtleff . . . .	6	161	154	315	144	141	285	30	89.0	185	120	305
Stoughton . . .	2	50	59	109	46	54	100	9	91.3	110	19	129
Tileston . . . .	1	19	19	38	18	17	35	3	91.3	30	15	45
Warren . . . . .	8	185	206	391	165	181	346	45	88.6	264	162	426
Wells . . . . .	12	267	259	526	242	229	471	55	87.8	351	193	544
Winthrop . . .	6	124	174	298	114	158	272	26	91.0	206	100	306
Totals . . . .	408	10,301	8,787	19,088	9,391	7,847	17,238	1,850	90.3	12,522	7,882	20,404

## PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages, June, 1878.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	60	31	53	52	53	84	333	56	74	83	87	33
Allston . . .	57	40	31	28	33	79	268	66	53	65	57	27
Andrew . . .	62	56	57	56	88	132	451	86	106	117	76	66
Bennett . . .	28	25	30	32	31	78	224	56	43	51	39	35
Bigelow . . .	104	84	93	86	112	91	570	75	155	152	111	77
Bowditch . .	95	81	90	64	73	104	507	73	140	111	99	84
Bowdoin . .	102	86	95	88	85	116	572	89	133	139	118	93
Brimmer . .	58	87	76	58	83	163	525	71	111	145	119	79
Bunker Hill .	95	81	98	70	86	130	560	71	130	119	115	125
Central . . .	24	25	27	38	19	21	154	32	34	29	35	24
Chapman . .	78	79	108	79	77	132	553	98	136	123	113	83
Chas. Sumner	43	31	26	35	31	49	215	30	51	28	38	68
Comins . . .	142	115	174	103	153	201	888	128	192	210	177	181
Dearborn . .	138	133	138	117	188	267	981	119	203	213	212	234
Dudley( <i>Boys</i> )	56	66	49	86	78	87	422	59	89	95	85	94
Dwight . . .	48	48	45	49	49	65	304	53	83	75	67	26
Elliot . . . .	102	104	102	93	114	107	622	72	155	125	118	152
Emerson . .	70	88	53	56	87	116	470	76	92	106	98	98
Everett . . .	84	89	122	115	106	136	652	88	144	132	144	144
Everett, Dor.	22	43	58	54	51	83	311	55	78	70	64	44
Franklin . .	100	90	106	100	87	129	612	107	119	155	110	121
Frothingham	54	88	57	58	52	179	488	125	110	104	90	59
Gaston . . .	58	48	88	66	100	63	426	67	84	107	82	86
Gibson . . .	34	..	37	28	22	53	174	24	42	47	33	28
Hancock . .	101	117	105	153	123	159	758	109	155	167	159	168
Harris . . . .	21	16	17	25	18	31	128	22	42	34	21	9
Harvard . .	106	85	75	166	75	157	664	118	145	142	145	114
Hillside . . .	25	26	30	26	29	49	185	37	44	38	35	31

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	169	158	152	164	147	243	1,033	155	234	232	199	213
Lewis . . . .	85	88	99	72	80	134	558	66	133	140	132	87
Lincoln . . .	44	54	49	57	79	69	352	48	77	80	68	79
Lowell . . .	72	69	72	84	79	121	497	68	121	117	116	75
Lyman . . .	75	59	50	48	45	103	380	50	82	75	85	88
Mather . . .	33	17	31	39	39	93	252	45	47	64	47	49
Minot . . . .	54	20	34	27	11	40	186	37	42	45	36	26
Mt. Vernon .	35	25	10	5	13	13	101	15	17	21	32	16
Norcross . .	49	39	51	50	45	89	323	46	80	70	54	73
Phillips . . .	31	42	38	37	34	28	210	38	37	34	40	61
Prescott . .	57	53	47	45	55	67	324	38	57	89	77	63
Quincy . . .	51	43	50	55	69	76	344	76	93	91	60	24
Rice . . . .	40	40	46	79	43	50	298	29	63	77	76	53
Sherwin . . .	88	70	131	111	161	213	774	105	185	170	179	135
Shurtleff . .	51	50	51	47	50	56	305	28	75	82	78	42
Stoughton . .	22	16	29	18	12	32	129	37	37	36	14	5
Tileston . . .	12	. .	13	10	. .	10	45	8	14	8	6	9
Warren . . .	92	59	51	51	60	113	426	61	94	109	73	98
Wells . . . .	76	69	68	62	140	129	544	109	128	114	108	85
Winthrop . .	51	57	49	44	52	53	306	51	74	81	66	34
Totals . .	3,154	2,890	3,161	3,086	3,317	4,796	20,404	3,172	4,633	4,717	4,193	3,689
Percentage . .	.154	.142	.155	.151	.163	.235	. . .	.156	.227	.231	.206	.180

## PRIMARY SCHOOLS.

*Number of Pupils to a Teacher, June, 1878.*

DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.	DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.
Adams .....	7	308	44.0	Harris . ...	3	126	42.0
Allston .....	5	237	47.4	Harvard ...	13	572	44.0
Andrew .....	8	380	47.5	Hillside ....	4	170	42.5
Bennett ....	4	196	49.0	Lawrence ..	21	1,042	49.5
Bigelow ....	12	554	46.2	Lewis .....	11	507	46.1
Bowditch ...	11	482	43.8	Lincoln ....	7	334	47.7
Bowdoin ...	12	528	44.0	Lowell .....	9	478	53.1
Brimmer ...	11	497	45.2	Lyman .....	8	349	43.9
Bunker Hill.	11	502	45.6	Mather ....	5	235	47.0
Central .....	4	145	36.2	Minot .....	4	162	40.5
Ch's Sumner	5	229	45.8	Mt. Vernon	3	102	34.0
Chapman ...	10	520	52.0	Norcross ...	7	315	45.0
Comins .....	16	842	52.6	Phillips ....	5	200	40.0
Dearborn ..	17	851	50.0	Prescott ...	6	292	48.7
Dudley ( <i>Boys</i> )	8	395	49.4	Quincy ....	7	338	48.3
Dwight .....	6	262	43.7	Rice .....	7	340	48.6
Eliot .....	14	606	43.3	Sherwin ...	15	720	48.0
Emerson ...	9	451	50.0	Shurtleff ...	6	315	52.5
Everett .....	11	540	49.1	Stoughton ..	2	109	54.5
Everett, Dor.	6	275	46.0	Tileston ....	1	33	38.0
Franklin ...	13	615	47.3	Warren ....	8	391	48.9
Frothingham	9	432	48.0	Wells .....	12	536	44.7
Gaston .....	8	398	49.8	Winthrop ..	6	298	46.3
Gibson .....	5	151	30.0				
Hancock ....	16	733	45.8	Totals .....	403	19,088	46.8 [Av.]

## PRIMARY SCHOOLS.

*Number of Pupils promoted to Grammar Schools, June, 1878.*

DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams .....	7	56	8.0	Harris.....	3	13	4.3
Allston .....	5	48	9.6	Harvard.....	13	60	4.6
Andrew .....	8	57	7.1	Hillside .....	4	23	5.8
Bennett .....	4	26	6.5	Lawrence.....	21	157	7.5
Bigelow .....	12	104	8.7	Lewis .....	11	81	7.4
Bowditch .....	11	82	7.5	Lincoln .....	7	44	6.3
Bowdoin .....	12	94	7.8	Lowell .....	9	73	8.1
Brimmer .....	11	66	6.0	Lyman .....	8	52	6.5
Bunker Hill ...	11	70	6.4	Mather.....	5	23	4.6
Central .....	4	17	4.3	Minot .....	4	42	10.5
Charles Sumner	5	43	8.6	Mt. Vernon...	3	29	9.7
Chapman .....	10	77	7.7	Norcross .....	7	49	7.0
Comins .....	16	118	7.4	Phillips .....	5	20	4.0
Dearborn .....	17	111	6.5	Prescott .....	6	28	4.7
Dudley ( <i>Boys</i> )	8	58	7.3	Quincy .....	7	47	6.7
Dwight .....	6	42	7.0	Rice .....	7	49	7.0
Eliot.....	14	69	6.9	Sherwin.....	15	97	6.5
Emerson .....	9	69	7.7	Shurtleff .....	6	50	8.3
Everett .....	11	76	6.9	Stoughton ....	2	21	10.5
Everett, Dor...	6	22	3.7	Tileston .....	1	12	12.0
Franklin .....	13	80	6.1	Warren .....	8	63	7.9
Frothingham ..	9	50	5.5	Wells .....	12	76	6.3
Gaston.....	8	52	6.5	Winthrop.....	6	111	18.5
Gibson.....	5	24	4.8				
Hancock .....	16	168	10.5	Totals .....	408	2,926	7.1

## EVENING SCHOOLS.

*Half-year, October, 1877, to March, 1878.*

## HIGH.

1877-78.	Number of Sessions.	Average No. Belonging.	AVERAGE ATTENDANCE.			Average No. of Teachers.	Average No. of Pupils to a Teacher.
			Males.	Females.	Total.		
October, 1877 . . . . .	23	1,600	439	197	636	12	60.5
November, 1877 . . . . .	20	1,300	386	170	556	12	51.
December, 1877 . . . . .	19	1,100	284	123	407	12	37.7
January, 1878 . . . . .	23	1,000	272	116	388	11	38.8
February, 1878 . . . . .	19	900	214	117	331	11	34.
March, 1878 . . . . .	21	700	166	93	259	10	29.4
Totals . . . . .	125	6,600	1,761	816	2,577	68	
Averages . . . . .		1,100	294	136	430	11	43.

The whole number registered for the year was 2,597.

## ELEMENTARY.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. of Teachers, including Principal.	Av. No. Pupils to a Teacher, excluding Principal.
				Males.	Females.	Total.		
Anderson Street . . .	117	185	107	35	17	52	7	7
Blossom Street . . . .	117	319	206	60	22	82	8	12
Broadway, S.B. . . . .	113	794	97	78	. .	78	11	8
Cabot Street . . . . .	119	351	109	55	16	71	7	12
Dorchester . . . . .	126	252	104	53	9	62	6	12
Eustis Street . . . . .	127	142	71	23	10	33	6	7
Hudson Street . . . . .	115	297	116	45	31	76	9	9
Jamaica Plain . . . . .	128	108	46	19	3	22	3	11
Lincoln School . . . . .	122	332	89	49	16	65	7	11
Lyman School . . . . .	126	451	121	51	9	60	7	10
Neponset . . . . .	126	92	44	14	9	23	3	11
No. Bennet Street . . .	117	511	151	53	23	76	9	13
Old Franklin . . . . .	127	355	186	88	53	141	12	13
Prescott School . . . . .	126	173	64	32	. .	32	4	11
Warren School . . . . .	125	130	106	. .	29	29	3	15
Warrenton-st. Chapel .	76	252	94	27	27	54	6	11
Totals . . . . .	1,907	4,744	1,711	682	274	956	108	10 [Av.]

## DRAWING.

SCHOOLS.	No. of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, inc. Principals.	Av. No. Pupils to a Teacher, exc. Principals.
				Males.	Females.	Total.		
Charlestown . . . . .	99	273	151	41	1	42	2	42
Dorchester . . . . .	50	89	71	24	11	35	2	35
East Boston . . . . .	100	271	182	37	4	41	2	41
Jamaica Plain . . . . .	51	120	73	31	2	33	2	33
Roxbury . . . . .	100	360	102	37	5	42	2	42
Tennyson st. . . . .	100	521	283	100	15	115	5	29
Totals . . . . .	500	1,634	862	270	38	308	15	34 [Av.]









SCHOOL DOCUMENT NO. 14.

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ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.



BOSTON :  
ROCKWELL AND CHURCHILL, CITY PRINTERS,  
No. 39 ARCH STREET.  
1878.

IN SCHOOL COMMITTEE,  
June 25, 1878.

Received, and, on motion of Mr. Finney, ordered to be  
printed.

Attest :

GEO. A. SMITH,  
*Secretary.*

# REPORT.

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SUPERINTENDENT'S OFFICE,  
MASON STREET, June 24, 1878.

*To the President of the School Committee: —*

DEAR SIR, — I beg to present the Report of the Board of Supervisors, as required by Section 140 of the Rules and Regulations.

Respectfully yours,  
S. ELIOT, *Chairman.*

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*To the School Committee of Boston: —*

In conformity to the requirements of Section 140 of the Rules and Regulations, the Board of Supervisors hereby present a report of their work as a Board, and as Supervisors, for the school year beginning Sept. 1, 1877.

The Board was reorganized in April, with such modifications only as the experience of two years had suggested, and such changes in the standing committees as would economize the time and equalize the work of the members.

In accordance with the Rules, the Board of Supervisors has examined the graduating classes of the Grammar Schools, two classes of the High Schools, and candidates for teachers' certificates. At the examination in April for certificates of qualification, one hundred new candidates presented themselves, and fourteen who had previously been examined, returned, — either to secure a transfer to a certificate of a higher grade or to complete an examination begun last year. Of this number seventy-six received certificates, which were

distributed as follows: eleven of the First Grade; twelve of the Second; five of the Third; twenty-seven of the Fourth; seven of the Fifth; two of the Special Grade; seven transfers; and five certificates for completed examinations. Thirty-four of the remaining candidates were credited with satisfactory results in certain departments, in the expectation of securing a certificate at the next regular examination.

This report will indicate the good scholarship of many of the candidates; and we are happy to add that a larger proportion than at any previous examination were teachers of experience, who brought high credentials of success.

Previous to April the Board had been called upon at intervals to examine sewing teachers, teachers of evening schools, and candidates specially selected to fill vacancies, -- numbering in all seventy-seven. As the list of eligible candidates who combine successful experience with good scholarship is now quite large, it will probably supply all the needs of the schools till another regular examination occurs, so that it will not be necessary often to withdraw the supervisors from their daily work to conduct special examinations. The previous term of service of candidates certificated in April is indicated in the printed list, as an aid in the selection of teachers for positions where experience is the indispensable condition of success.

In addition to the above, the Board has been called upon for much service of a miscellaneous character, consisting, to a considerable extent, of matters referred to it by the School Board, or sub-committees, or members thereof. An enumeration of these matters seems unnecessary in this report, and it is, perhaps, enough to say that the records of the Secretary of the Board of Supervisors will show that much thought and labor have been bestowed on all matters thus referred.

But perhaps the most important, and certainly the most



difficult work of the Board, has been the preparation of a new programme for the Primary and the Grammar Schools. This may not appear, at first sight, to be a matter of much difficulty or one involving much labor. Indeed, the programme itself will hardly give one, who has not performed similar work, any adequate idea of the labor and time spent in its preparation.

The need of a new programme has been felt more and more as we have visited the schools. Whatever may have been the original adaptation of the programme now in use, the new studies which have since been introduced, with the higher requirements now made in the ordinary branches, have not only rendered it impracticable and burdensome, but it has tended to confine the instruction too much to textbooks, and take from teachers that freedom without which there can be no good teaching.

It is not intended, however, to say that this was the purpose or tendency of the programme when first adopted, but that it necessarily became the tendency, as new studies were from year to year added, while the original requirements remained a constant, if not an increasing, quantity. Nothing has been more apparent, as we have visited the schools, especially the primary, and the lower classes of the grammar schools, than that teachers have felt a constant pressure to "go over," in school phrase, a certain number of pages, — and that it has in many instances prevented them from doing the best work of which they were capable.

In the programme we have presented, it will be observed, therefore, that we have been obliged to recognize not only the claims of the new studies, but of even better results in the ordinary branches, and at the same time to relieve the pressure which leads almost necessarily to "cramming."

If we have succeeded in the preparation of a programme which will secure the necessary uniformity, and, under competent teachers, will give better results with less pressure,

it will be admitted, we think, that our labor has not been in vain. To secure these results, it will be seen that considerable routine work, the value of which is more than doubtful, has been omitted.

The success of the programme, however, whatever may be its merits, must depend mainly on the aid and coöperation of teachers; and to secure this to the greatest extent we have been careful to leave as much freedom in methods to teachers as is consistent with the uniformity necessary in our system of schools.

The work of the several supervisors to meet the requirements of Sections 138 and 139 has taken a large portion of their time when the schools were in session, — most of the work of the Board of Supervisors having been done out of the regular school hours.

The plan of work has been in accordance with that adopted at first, with only such changes as experience has suggested. Each supervisor has been assigned to a single group, in which he has inspected and examined all the classes. In addition to this, each has had a specialty, to which he has given particular attention when visiting schools in other groups than his own. Thus, one supervisor, when visiting schools beyond his own group, has heard classes in grammar, another in arithmetic, another in history, etc., reporting to the supervisor in charge. This has given an opportunity for each supervisor, while obtaining a special knowledge of the schools in one group, to make a general estimate of the standing of the several teachers throughout the city. It is only in this way, and by frequent consultation, that we have been able to approximate a uniform standard of excellence.

To have an adequate idea of the labor required for the performance of this service it must be borne in mind that we have more than twelve hundred regular teachers, making an annual requirement of more than twenty-four hundred examinations. The visits to schools have, in fact, been

very much in excess of this number. In cases of doubt, several visits have been made by the supervisor in charge, and not unfrequently a consultation has been held with other supervisors who have visited the school. Feeling that the reputation, and perhaps the position, of the teacher is at stake, as well as the welfare of the school, we have been careful in our record that no injustice should be done either to teachers or pupils.

This record the School Committee have wisely, by their rules, made confidential, open to the inspection only of the Superintendent and members of the School Committee. Of course any reports that may gain currency of the marking of the supervisors must be unauthorized and are mere conjecture. This record is not, however, the only estimate on which a teacher's reappointment depends, — the wish of the master, in many instances, being consulted, apparently with little reference to the record.

Perhaps the fact that the rules, as originally drawn, did not require the record to be made till after the teachers had been canvassed for reappointment may have led to this course. For some unknown, or at least unexplained, reason, however, there seems to be a very general opinion among dropped teachers that they have lost their places solely in consequence of an unfavorable report by the supervisors.

As the rules are now amended so as to require the record to be made before the 10th of May, ample time will be given hereafter for making the record a more important element in the reelection of teachers, and the supervisors will not object to taking their full share of responsibility.

The "heating apparatus" in our schools is, we think, generally satisfactory. In the few instances where it has seemed defective in any respect information of such defect has been given to the Division Committee by the supervisor in charge.

We cannot say that the "ventilating apparatus" is satis-

factory. How to preserve the purity of the air and the proper temperature of a room of the ordinary size, containing some fifty pupils, is a problem not easily solved. We know of but one school-house in the city where this is done without using the windows, which is objectionable on account of exposure to the draughts. We say but one, — the Andrew, — and perhaps this may not yet have been subjected to the severest test. This building has been occupied since the first of April, and the principal of the school reports that he has had no occasion to use the windows as ventilators, and that the air has seemed perfectly pure. If the report should be equally favorable after a winter's trial, we think there would be abundant reason for introducing the same system into other school buildings.

This imperfect report may seem, to those who do not take into consideration the fact that so large a portion of our work is of such a nature that only a confidential report can be made of it, to be wanting in definiteness. Those who, by their official position, have recourse to that report, will, we are confident, give us the credit of having performed a large amount of work; of the quality and value of the service the School Committee must judge. We can only say that it has been done according to our best judgment.

Respectfully submitted,

B. F. TWEED,

*For the Board of Supervisors.*

JUNE 25th, 1878.

SCHOOL DOCUMENT NO. 17.

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## SUGGESTIONS

ACCOMPANYING THE

# COURSE OF STUDY

FOR

GRAMMAR AND PRIMARY SCHOOLS.



BOSTON:  
ROCKWELL AND CHURCHILL, CITY PRINTERS,  
No. 39 ARCH STREET.  
1878.

IN SCHOOL COMMITTEE, July 9, 1878.

*Ordered*, That the Board of Supervisors be authorized to issue suggestions to accompany the outline courses of study for the Grammar and Primary Schools.

Attest :

GEO. A. SMITH,  
*Secretary.*





# OUTLINE COURSE OF STUDY. — PRIMARY SCHOOLS.

See Suggestions for the different Studies.

Class.	Language.	Oral Instruction.	Reading and Spelling.	Writing.	Arithmetic.	Drawing.	Music.	Physical Exercises.	Recreation.	Miscellaneous.
VI.	1½ hours a week. Oral lessons. Purpose, — to accustom pupils to express what they know in sentences. Material, — reading lessons, pictures, plants and animals, or whatever the ingenuity of the teacher may suggest.	2½ hours a week. Simple, conversational studies of familiar plants, animals, and things; — to express to distinguish form, color, and prominent qualities. Simple pictures recited (throughout the course).	10 hours a week. Reading from black-board, chart, and a Reader of a proper grade.	1½ hours a week. A few of the simplest script letters, viz.: — <i>t, u, v, m, d, d, e, o</i> , etc. Short, easy words, names of familiar objects, combining the letters learned. Arabic figures.	2 hours a week. Numbers from 1 to 10. 1. Adding and subtracting. 2. Arabic figures. 3. Ordinal numbers.	2 hours a week. As in Rules and Regulations, Chap. XXVIII. Names, positions, and relationship of straight lines. Combination of lines to make figures. Their division into equal parts. Drawing from memory and dictation of lines in defined positions. Combinations and arrangements of points and short lines in geometric forms. Ruling lines of given length. Measuring length of given lines. Black-board. Slates.	1 hour a week. As in Rules and Regulations, Chap. XXIX. First 14 pages of First National Music Reader by simple, pleasing exercise in concert.	50 minutes a week. Not less than twice each session, some simple, pleasing exercise in concert.	½ hour a week.	
V.	1½ hours a week. Same as in Class VI.	2½ hours a week. Same as before, introducing freely like persons between like and unlike; and studying less familiar plants, animals, and things. With number lessons, — pint, quart, gallon; quart, peck, bushel.	10 hours a week. Reading from a Reader of a proper grade. Spelling, by sound and by letter, some easy, common words from the reading lessons.	1½ hours a week. All the small script letters, — combined into words as in Class VI. Arabic figures.	2 hours a week. Numbers from 1 to 10. 1. Multiplying and dividing, with results in figures. 2. Relations of numbers from 1 to 10. (See subjects for "Oral Instruction.")	2 hours a week. Curved lines explained. The simple curve, Combination of curved with straight lines. Illustrate plane geometric definitions of lines and figures, by rule and measure. Simple forms from memory and dictation. Recollections of exercises in design. Black-board. Slates.	1 hour a week. Notation. Time, heating time, and signs of expression. Practice in writing characters used in music. Rote songs at option of teacher. Chart No. 2.	50 minutes a week. Same as in Class VI.	½ hour a week.	
IV.	2 hours a week. Same as in preceding classes.	2½ hours a week. Same as before, introducing freely com- parsons between like and unlike; and studying less familiar plants, animals, and things. With number lessons, — pint, quart, gallon; quart, peck, bushel.	8 hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling, by sound and by letter, words from the reading lessons, and other familiar words.	2 hours a week. Capitals and small letters; short, easy words; names of pleasing familiar objects; pupil's name.	2½ hours a week. Numbers from 1 to 20. 1. Combinations of 10 with numbers smaller than 10. 2. Adding, subtracting, multiplying, and dividing, with results in figures. 3. Relations of numbers from 1 to 20. 4. Roman numerals to XX. 5. Meter and declinator.	2 hours a week. Curved lines explained. The compound curve. Outlines of vases and pitchers, illustrating compound curves. Arranging simple leaves to fill geometric forms by repetition. Symmetry, or balance of parts, explained. Definitions of regular plane figures in words and by illustrations. Dictation and memory. Black-board. Slates.	1 hour a week. Review, and advance to end of Chart No. 12. Rote songs, pages 15, 16, and 17. Writing of notes of different values, and combining them into measures.	50 minutes a week. Same as in Classes V. and VI.	½ hour a week.	

III.	2 hours a week. Oral exercises as in preceding lessons. Pupils to write the sentences made in their oral exercises so far as they are able.	8 hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before, written and oral.	2 hours a week. Letters, words, and short simple sentences; the proper use of capitals, Roman numerals.	2½ hours a week. Numbers from 1 to 100. 1. Combinations of tens, and of tens with smaller numbers. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 50, with results in figures. 3. Relations of numbers from 1 to 50. 4. Roman numerals to L. 5. Square and cubic decimeter.	2 hours a week. Review work of previous classes. Proportion and size. Testing accuracy by scale. Designing new combinations of old forms. Symmetry and repetition further illustrated. Enlarging from cards. Reducing from black-board. Black-board and slates.	1 hour a week. Review, and advance to end of Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Rote songs. Writing scale degrees under dictation.	50 minutes a week. Same as in preceding classes.	½ hour a week.
	2½ hours a week. Observation of less obvious qualities; tints and shades of color. Study of strange animals from pictures, to infer mode of life from structure, or structure from mode of life. Simple lessons on weights and divisions of time. Talks about the human body and hygiene, continued. Fables, anecdotes.	7 hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before.	2 hours a week. Letters, words, and sentences from dictation and from the black-board. Sentences made in the language lessons to be used for writing exercises.	3½ hours a week. Numbers from 1 to 100. 1. Adding, subtracting, multiplying, and dividing, with results in figures. 2. Relations of numbers from 1 to 100. 3. Roman numerals to C. 4. Liter and dekaliter; dekameter.	2 hours a week. Drawing on paper in books. Review work of Classes V. and VI. on paper. Even quality of lines. Subjects of lessons in previous classes repeated in regular order.	1 hour a week. Review, and advance to end of No. 20. Scale practice by singing and writing. Rote songs.	50 minutes a week. Twice in the forenoon and once in the afternoon.	½ hour a week.
I.	2½ hours a week. Work of Class II. continued. Complementary colors. Harmonies of colors. Plants and animals gathered into families. Vegetable, animal, and mineral products distinguished. Observation of the qualities and mechanism of things as adapted to their use.	7 hours a week. Reading from a Reader of a proper grade. Supplementary reading. Spelling as before.	2 hours a week. Words and sentences used in language lessons will furnish material for exercises. The proper form of cladding, addressing and signing a letter; also the correct method of superscribing an envelope.	3½ hours a week. Numbers from 1 to 1,000. 1. Combinations of hundreds, and of hundreds with smaller numbers. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 144, with results in figures. 3. Relations of numbers from 1 to 144. 4. Adding and subtracting, multiplying and dividing numbers from 144 to 1,000, no multiplier or divisor larger than 10 being used. 5. Roman numerals to M. 6. Centimeter; gram and kilogram.	2 hours a week. Drawing on paper in books. Review work of Classes IV. and III. on paper. [For further description see programme of instruction issued annually.]	1 hour a week. Charts from 21 to 36 inclusive. Rote songs. Writing of scales in different keys.	50 minutes a week. Same as in Class II.	½ hour a week.

# OUTLINE COURSE OF STUDY. — GRAMMAR SCHOOLS.

See Suggestions for the Different Studies.

Classes.	Language.	Oral In- struction.	Reading and Spelling.	Writing.	Arithmetic.	Geography.	History and Civil Gov't.	Physic's.	Book- keep- ing.	Drawing.	Music.
VI.	3 hours a week. Oral and written exercises in the use of language as the expression of thought. Exercises the same in kind as those of the Primary Schools, adapted to the capacity of pupils of this class. Letter-writing.	2½ hours a week. Elementary studies in Natural History. Plants, — May to Nov. Animals, — Nov. to May. Qualities of objects, and properties of objects. Talks about trades, occupations, articles of commerce, and poetry recited.	6 hours a week. Reading from a Reader of a proper grade. Supplement any reading throughout the course. Spelling from the reading and other lessons; chiefly written exercises.	2 hours a week. Two books each half-year. Blank-books alternate lessons.	4 hours a week. 1. Combination of thousands; writing and reading integers. 2. Relations of tenths, hundredths, and thousandths to units; writing and reading decimals to thousandths. 3. Addition and Subtraction of integers to millions; of decimals to thousandths; and of U. S. money. 4. The units of U. S. money with relations to one another; also, of Liquid and Dry Measure. Oral exercises with simple numbers, to precede and accompany Written Arithmetic.	2 hours a week. Oral lessons, with the use of the globe and maps, as soon as the class is prepared for them.				1½ hours a week. (As in Rules and Regulations, Chap. XXVIII.) Drawing on paper in books. Review lines, angles, and figures on large scale. Division of lines into equal and unequal parts. Figures inscribed within, and described about figures. Elementary design. Dictation and memory. Proportion of parts to whole design.	1 hour a week. (As in Rules and Regulations, Chap. XXIX.) Music Charts (See Notes). Exercises and songs in the first 20 pages of the Charts, and in the first 13 pages of the Songs, and in the first 13 pages of the Reader. Continued practice in writing.
V.	3 hours a week. Same as in Class VI.	2½ hours a week. Subjects of Class VI. continued. About common phenomena. Stories. Anecdotes. Poetry recited.	6 hours a week. Reading from a Reader of a proper grade, or equivalent. Spelling as before.	2 hours a week. Two books each half-year. Blank-books alternate lessons.	4 hours a week. 1. Multiplication and division of integers; of decimals; and of U. S. money. 2. The units of Avordupois weight and of Troy weight, with their relations. Oral exercises.	2 hours a week. Oral lessons continued, with such use of the text-book and such map-drawing as is appropriate.				1½ hours a week. Drawing on paper in books. Tangency of curves from straight lines. Review compound and simple curves on large scale. Abstract curves. Details of historical ornament. Conventionalism explained and illustrated. Repetition on an axis and around a center. Dictation and memory. Elementary design, with conventional leaves. Geometrical drawing with compasses. Definitions and eight problems.	1 hour a week. Charts from No. 21 to 40. Classic, Chromatic scale, both in singing and writing. Songs at teacher's option. Rules of breathing.
IV.	3 hours a week. Same as in Classes V. and VI.	2½ hours a week. Elementary Natural History continued. Metals and minerals. Useful woods. Stories from Mythology and history. Poetry and prose recited.	5 hours a week. Reading from a Reader of a proper grade, or equivalent. Spelling as before.	2 hours a week. Two books each half-year. Blank-books alternate lessons.	4 hours a week. 1. Factors, measures, and multiples. 2. Common Fractions. 3. The units of Long, Square, and Solid Measure, with their relations. 4. Decimal Fractions reviewed and completed. Oral exercises.	3 hours a week. Study of the earth as a globe to form motions, parallels, meridians, zones (with their characteristics), winds, currents, and the life of man as varied by climate and civilization. The physical features of the grand divisions compared; with map-drawing.				1½ hours a week. Drawing on paper in books. Filling of geometric shapes with conventional ornament. Details of historical ornament, unsymmetrical. Abstract curves based on the spiral. Conventional leaves. Objects in profile. Dictation and memory. Elementary design. Processes of mechanical repetition. Geometrical drawing with compasses. Problems 9 to 44.	1 hour a week. (Third Series). Scale and staff in intervals. Singing in different out key up to the first 20 pages of the Charts, and in the first 22 pages of the Reader.



III.	3 hours a week. Same continued.	2 hours a week. Elementary Natural History continued.	3 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	1½ hours a week. Two books each half-year. Blank-books alternate lessons.	4 hours a week. 1. Metric System. 2. Percentage:— (a) Simple interest. (b) Discount. — Oral exercises.	2½ hours a week. Physical and political geography of the countries of the grand divisions begun; with map drawing.	2½ hours a week. United States History, completed and reviewed.	1 hour a week. Outlines of Physical Geography, taught as far as practicable by experimental method.	1½ hours a week. Drawing on paper in books. Horizontal, vertical, and central repetition compared. Details of historical ornament. Common objects. Enlargement and reduction of ornamental details. Symmetry of unsymmetrical lines. Elementary design, from historic details. Dictation, memory, and design, combined in single lesson. Geometrical drawing with compasses. Problems 45 to 73.	1 hour a week. Chorus. Recitation. Songs to be learned to accompany various keys. Transposition from one key to another. Vocal culture continued.
	3 hours a week. Exercises in writing. Business Letters.—The subdivisions of the parts of speech. The inflections of verbs, adjectives, and adverbs. Analysis of easy compound sentences. The tax illustrated by familiar examples.	2 hours a week. Physiology. Biographical and historical sketches. Poetry and prose recited.	3 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	1 hour a week. One book each half-year. Blank-books alternately.	4 hours a week. 1. Percentage continued. (a) Commission and other simple applications. (b) Profit and loss. (c) Partial payments. (d) Compound interest. 2. Ratio and proportion. 3. Compound numbers completed. — Oral exercises.	2½ hours a week. Physical and political geography of the countries of the grand divisions completed; with map drawing.	3 hours a week. United States History, completed and reviewed.	1 hour a week. Outlines of Physical Geography, taught as far as practicable by experimental method.	1½ hours a week. Drawing on paper in books. Historical objects. Subtlety of curve. Elementary design from given subjects. Enlargement, and reversing of objects. Model, and object drawing: 1st, from copy; 2d, from the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The sphere, spheroid, and ovoid, and objects based on them.	1 hour a week. Fourth Music Recitation from page 50 to 73. Also, Triad Exercises from page 73 to 84. Recitation of parts. Songs at option, but with exclusion of transposition. Continuation of writing exercises and transposition.
II.	3 hours a week. Exercises in writing. Business Letters.—The subdivisions of the parts of speech. The inflections of verbs, adjectives, and adverbs. Analysis of easy compound sentences. The tax illustrated by familiar examples.	2 hours a week. Physiology. Biographical and historical sketches. Poetry and prose recited.	3 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	1 hour a week. One book each half-year. Blank-books alternately.	4 hours a week. 1. Percentage continued. (a) Commission and other simple applications. (b) Profit and loss. (c) Partial payments. (d) Compound interest. 2. Ratio and proportion. 3. Compound numbers completed. — Oral exercises.	2½ hours a week. Physical and political geography of the countries of the grand divisions completed; with map drawing.	3 hours a week. United States History, completed and reviewed.	1 hour a week. Outlines of Physical Geography, taught as far as practicable by experimental method.	1½ hours a week. Drawing on paper in books. Historical objects. Subtlety of curve. Elementary design from given subjects. Enlargement, and reversing of objects. Model, and object drawing: 1st, from copy; 2d, from the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The sphere, spheroid, and ovoid, and objects based on them.	1 hour a week. Fourth Music Recitation from page 50 to 73. Also, Triad Exercises from page 73 to 84. Recitation of parts. Songs at option, but with exclusion of transposition. Continuation of writing exercises and transposition.
	3 hours a week. Exercises in writing. Business Letters.—The subdivisions of the parts of speech. The inflections of verbs, adjectives, and adverbs. Analysis of easy compound sentences. The tax illustrated by familiar examples.	2 hours a week. Physiology. Biographical and historical sketches. Poetry and prose recited.	3 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	1 hour a week. One book each half-year. Blank-books alternately.	4 hours a week. 1. Percentage continued. (a) Commission and other simple applications. (b) Profit and loss. (c) Partial payments. (d) Compound interest. 2. Ratio and proportion. 3. Compound numbers completed. — Oral exercises.	2½ hours a week. Physical and political geography of the countries of the grand divisions completed; with map drawing.	3 hours a week. United States History, completed and reviewed.	1 hour a week. Outlines of Physical Geography, taught as far as practicable by experimental method.	1½ hours a week. Drawing on paper in books. Historical objects. Subtlety of curve. Elementary design from given subjects. Enlargement, and reversing of objects. Model, and object drawing: 1st, from copy; 2d, from the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The sphere, spheroid, and ovoid, and objects based on them.	1 hour a week. Fourth Music Recitation from page 50 to 73. Also, Triad Exercises from page 73 to 84. Recitation of parts. Songs at option, but with exclusion of transposition. Continuation of writing exercises and transposition.
I.	3 hours a week. Exercises in writing. Business Letters.—The subdivisions of the parts of speech. The inflections of verbs, adjectives, and adverbs. Analysis of easy compound sentences. The tax illustrated by familiar examples.	2 hours a week. Physiology. Biographical and historical sketches. Poetry and prose recited.	3 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	1 hour a week. One book each half-year. Blank-books alternately.	4 hours a week. 1. Percentage continued. (a) Commission and other simple applications. (b) Profit and loss. (c) Partial payments. (d) Compound interest. 2. Ratio and proportion. 3. Compound numbers completed. — Oral exercises.	2½ hours a week. Physical and political geography of the countries of the grand divisions completed; with map drawing.	3 hours a week. United States History, completed and reviewed.	1 hour a week. Outlines of Physical Geography, taught as far as practicable by experimental method.	1½ hours a week. Drawing on paper in books. Historical objects. Subtlety of curve. Elementary design from given subjects. Enlargement, and reversing of objects. Model, and object drawing: 1st, from copy; 2d, from the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The sphere, spheroid, and ovoid, and objects based on them.	1 hour a week. Fourth Music Recitation from page 50 to 73. Also, Triad Exercises from page 73 to 84. Recitation of parts. Songs at option, but with exclusion of transposition. Continuation of writing exercises and transposition.
	3 hours a week. Exercises in writing. Business Letters.—The subdivisions of the parts of speech. The inflections of verbs, adjectives, and adverbs. Analysis of easy compound sentences. The tax illustrated by familiar examples.	2 hours a week. Physiology. Biographical and historical sketches. Poetry and prose recited.	3 hours a week. Reading from a Reader of a proper grade, or its equivalent. Spelling as before.	1 hour a week. One book each half-year. Blank-books alternately.	4 hours a week. 1. Percentage continued. (a) Commission and other simple applications. (b) Profit and loss. (c) Partial payments. (d) Compound interest. 2. Ratio and proportion. 3. Compound numbers completed. — Oral exercises.	2½ hours a week. Physical and political geography of the countries of the grand divisions completed; with map drawing.	3 hours a week. United States History, completed and reviewed.	1 hour a week. Outlines of Physical Geography, taught as far as practicable by experimental method.	1½ hours a week. Drawing on paper in books. Historical objects. Subtlety of curve. Elementary design from given subjects. Enlargement, and reversing of objects. Model, and object drawing: 1st, from copy; 2d, from the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The sphere, spheroid, and ovoid, and objects based on them.	1 hour a week. Fourth Music Recitation from page 50 to 73. Also, Triad Exercises from page 73 to 84. Recitation of parts. Songs at option, but with exclusion of transposition. Continuation of writing exercises and transposition.

Physical Exercises — 50 minutes a week. Every class to practise in concert proper physical exercises not less than five minutes each session (Regulations, Sect. 294).

Sewing — 2 hours a week for girls (Regulations, Sect. 235).

Opening Exercises — Half-hour a week.

**Recesses — 1 hour 40 minutes a week.**



SUGGESTIONS  
ACCOMPANYING THE COURSE OF STUDY  
FOR  
GRAMMAR AND PRIMARY SCHOOLS.

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NOTE. — These are suggestions, not directions. They have been prepared in the hope of helping our teachers to follow the revised course of study with greater ease. But there is no intention of restricting the methods of teaching, or of turning any one from methods that have been tried successfully, to those that are untried. There is only one end in education, but there are many means of reaching it; and the teacher who has his own means, and those effective, has the best for *him*.

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LANGUAGE.

*Primary Schools.*

The purpose of these lessons, — which is to accustom pupils to express what they know in language suited to their age and capacity, at first orally and afterward in writing, — should be kept constantly in mind by the teacher, to stimulate her invention and to guide her judgment in the adoption of the best methods.

The programme can do little more than to indicate the importance of this work by the time allotted to it, and to suggest some among the many methods which the ingenious teacher will use. Nor is it possible to set definite limits to the work to be accomplished by the several classes. This will depend much on the capacity and aptness of the teacher,

and cannot fail to manifest its results in any examination to which the pupils may be subjected. It will, of course, be understood that though the exercises are essentially the same in the several classes, they are expected to be progressive, and that pupils should be thrown more and more on their own resources as they advance.

It may not, however, be improper to caution the teacher against the expectation of great and immediate results. The process must necessarily be slow in its early stages; but, if intelligently persevered in, its effects will be felt with increased force as pupils advance to the grammar and high schools.

In the oral exercises pupils should be required to speak audibly and distinctly, and to make *complete sentences*. This cannot be too strongly insisted on. An answer given in a word or phrase, which can only be understood by knowing the question, does not secure the end desired.

As soon as pupils begin to write, care should be taken that every sentence should begin with a capital, that the words should be spelt correctly, and that a period should be placed at the end of a sentence that tells something, and a question mark at the end of a sentence that asks a question. Beyond the use of these two punctuation marks, it would seem unnecessary to trouble pupils in the primary schools, since the sentences that they form will be short, and they are not able at this stage to make proper discrimination in the use of the comma, semicolon, etc.

The earnest teacher will experience little difficulty in finding material for these language lessons. The pictures in the reading-book, the selections that the pupils read, and whatever may arouse their curiosity and lead to habits of observation and discrimination, the skilful teacher will use; especially the oral lessons on plants and animals will furnish interesting and instructive material, that may be used indefinitely.



At first only the most prominent objects in a picture, or the most obvious qualities of an object, should receive attention. Thus, in examining a picture in the reading-book, in answer to suggestive questions by the teacher, the pupil will say that he sees two little girls, that they are looking at a bird's nest, that the nest has four eggs in it, and that the bird is sitting near by on the branch of the tree.

This, perhaps, is sufficient for the lowest class. At a later stage the skilful teacher will find no difficulty in interesting the pupil in the skill with which the nest is made, the beauty of the eggs, and the motherly anxiety of the bird whose hiding-place has been discovered.

No doubt the pupils will at first, and for some time, require much assistance, which may be given chiefly by suggestive questions, leading them to name the most important thing, or quality first, and then to speak of other things in relation to it.

Whenever an imperfect or ungrammatical sentence is made, it is recommended that an opportunity be given for some pupil to correct it. As pupils advance, more particular descriptions may be brought out by judicious questioning. In some such way as that indicated above, it is believed that these oral exercises may furnish material for elementary lessons in composing and writing.

#### LANGUAGE.

##### *Grammar Schools.*

The purpose of these lessons is the same as that of the primary lessons, — to develop the power of oral and written expression. The attempt to do this by a study of the technicalities of grammar has proved a failure, and it seems now to be generally admitted that facility in the use of language can only be acquired by abundant exercise in using it as the expression of thought.

The time specially allotted to this does not, perhaps fully indicate what is regarded as its relative importance to other studies. All the recitations, whether oral or written, in whatever branch, should be regarded also as exercises in the correct use of language. The material for these lessons will thus be found to some extent in the subjects suggested for the primary schools, and also in the lessons in geography, history, and almost all the branches taught in our schools. Nothing fixes knowledge so definitely in our minds as to state it in our own language. Much information on subjects not connected with the school work may be imparted by the teacher, to be reproduced by pupils in these lessons. As in the primary course, it is impossible to assign definite limits to the work of the several classes; it is, perhaps, enough to say that it should be progressive, more being required both in thought and expression as we advance towards the higher classes. It is believed that a careful supervision of the work of the several classes by the principal, with an occasional test of their success, may, in time, furnish a proper standard of the results to be expected in the several grades.

#### ORAL INSTRUCTION.

##### *Primary Schools.*

This phrase is applied to that department of instruction which aims to secure proper mental activity in children by the study, first of their surroundings, and afterward, of whatever is appropriate, though unfamiliar. Children are naturally observant and curious. They begin early to care for plants, animals, and other things around them. We need only to cherish and guide their curiosity, in order to train their eyes to quick seeing, their ears to attentive listening, their hands to careful handling; and thus to lead

them, through the use of their perceptive faculties, to the development of thought and to its proper expression.

For introductory lessons in the lower grades, the teacher may present familiar animals and plants, in the living forms, in preserved specimens, or in pictures; choosing, as far as possible, those which represent families, — as the cat, the dog, the duck, etc. The lessons upon any animal may begin with the characteristics which are best known; — whether habits, uses, or structure. Thus, a talk about the habits of the cat may lead to adaptations of structure; while the uses of the cow or the horse may lead to the study of parts. Later, by comparing different animals, attention may be called to marked likenesses and differences.

In studying common objects with little children, the teacher may direct observation to the most evident properties, — form, color, and general qualities. Under this last head may be included, in the higher grades, the study of measure, weight, size, place, direction, etc. Simple scales and a few measures, which may be easily obtained, will furnish means of recreation and of profitable occupation.

"Little and often" is the secret of success in primary schools; and a few minutes of each session rightly employed in oral instruction will give large results. The teacher gets many hints by studying children at their play; — watching the natural activity of their faculties, and noticing that, while intensely interested for a little while, they soon turn to a new amusement.

Whether at play or in school children can be kept interested and busy only by frequent changes of occupation. This needed variety is, however, the opportunity of the primary teacher; and, by using it wisely, the children are brought to a varied though simple knowledge of the world in which they live. The mistake of trying to teach too much in any direction should be carefully avoided, especially in the lower classes.

While hints and suggestions may be sought on all sides, the teacher should not look for models to be blindly copied. The details of her method should be her own, adapted to the special circumstances, and varied by her own experience of success or failure. Certainly no work in any grade of schools can be a surer test of teaching ability, or of the range and accuracy of a teacher's knowledge.

The true teacher will begin with the child where he begins; remembering always that, while he will be constantly gaining useful information, his mental development is the more important result. He should, therefore, be told nothing which he can find out readily for himself, through the exercise of his perceptive faculties in examining objects, natural and artificial. At the proper time, he will, by comparison, form judgments and find ways to express them. This training is fundamental, and will facilitate progress in the higher grades of instruction.

Applying these principles to any line of oral teaching, it may be said, — first, that the material for the lessons must be well chosen and skilfully presented; secondly, that as the natural movement of the child's mind is toward the new, in the direction of his curiosity, much will be gained by such change of material as will give novelty while reviewing the points of former lessons. The materials for studying the common qualities of objects are easily accessible; and, for lessons on color, different colored worsteds, silks, tissue papers, bits of ribbon, pattern cards, etc., will serve a good purpose, even where color blocks and charts are provided. The inventive and interested teacher will have no difficulty in finding resources.

As a result of proper oral teaching, the vocabulary given, and the ideas it represents, will be so naturalized in a child's mind, that the presentation of a new object will suggest as many of the known terms as are applicable to it; thus making "an object-lesson," in the technical sense, possible and profitable.

Children should be able to tell, in simple, easy sentences, *what* they know of any object studied, and *how* they learned it. They will thus take their first steps in language naturally, and will add daily to their vocabulary. Freedom and variety of expression should be encouraged, and the teacher should be careful not to fall into the use of formulæ, or set phrases, however well understood.

By these and similar methods, proper early training is given to the observing powers by their daily use; to the memory, so retentive in childhood, by learning to apply and to spell new words as they are introduced; to the judgment by the comparison of objects as to their similarities and differences; and in the use of language by practice in oral and written descriptions; while incidentally, yet surely, the habit of close attention is formed. At intervals the teacher will naturally call up mental images of absent objects, or will encourage a child to describe what he is thinking of, so that the class may be able to guess his thought; and thus the teaching will become conceptive and begin to train the imagination. Familiar fables and stories that illustrate traits of character may be introduced, by which effective moral influence and valuable aid in discipline will also be secured.

If such teaching gives proper play to all the faculties, and helps to develop the child's whole nature, may it not claim the thoughtful preparation and the best efforts of every primary-school teacher?

#### ORAL INSTRUCTION.

##### *Grammar Schools.*

With the same purpose in view, the same methods will apply to grammar schools as to primary. Children learn to see by seeing, and to think by thinking. As they pass on to higher grades they will be prepared to observe more and more the relations of things,—how they depend upon

each other ; how they differ from and resemble each other, — and so to begin to arrange them into natural classes. Thus the simple lessons from nature will become elementary studies in natural science, giving fresh enjoyment and bringing healthful moral influences, through an intelligent and reverent appreciation of nature and of life. More and more may be done each successive year to cultivate the taste and the imagination, and to prepare for the practical duties of life.

Simple talks about the sun, moon, and stars ; about the common phenomena of wind, clouds, rain, frost, etc. ; about what we obtain from plants, animals, and the mineral world, and how it is prepared for use, thus leading to lessons on trades, occupations, and commerce ; stories of life in ancient times, in the middle ages, in other countries ; accounts of great discoveries and inventions ; vivid biographical sketches ; —all these and many more topics will be fruitful resources for mental training, while they illustrate the reading, geography, and history lessons, and furnish abundant material for language lessons, oral and written. The aid needed in preparing for this oral instruction will be found in such books as Miss Yonge's *Stories of History*, Hawthorne's *Wonder Book*, Bulfinch's *Age of Fable* and *Age of Chivalry*, Cox's *Tales of Ancient Greece*, Wood's *Homes without Hands*, and recently published books on familiar science and natural history.

Teachers should not be troubled with the question, "how much is to be accomplished with any class," but should seek to secure the best results in the time assigned to this department, letting the range of topics treated vary with the character and ability of the different classes.

#### PHYSIOLOGY.

The chief purpose of a series of lessons in physiology, in the grammar-school course, is to give that knowledge of the



structure and functions of the human body which is essential to the preservation of health. The following topics may be treated with reference to their practical bearing, and with great freedom from the technicalities of scientific study : —

- I. The framework of the body, — important as a protection for the internal organs, and for the attachment of the muscles. The structure of bones, as adapted to their use. The principal parts of the skeleton and their contents, without putting stress upon the number and names of the bones.
- II. The muscles, as a motor apparatus. Their structure as adapted to their use. How motion is effected. Use of joints, tendons, and ligaments.
- III. The growth and renewal of the parts of the body, as dependent upon good food, good blood, good air.  
Digestion — organs of; use of each; process and result of digestion.  
Circulation — organs of; their use; course of the blood.  
Respiration — organs of; their use; effects of good and bad respiration.
- IV. The skin. Its structure and functions.
- V. The nervous system as the directing power in the body, and the special senses briefly treated.
- VI. Hygiene : naturally treated in connection with the preceding topics, but the following points may need special emphasis : —  
Exercise — amount and limits of.  
Food — quality, quantity, time, and manner of eating.  
Bathing, clothing, posture, ventilation, sleep.  
Conditions for and amount of mental labor.

#### READING.

The object to be sought in this branch of instruction is twofold. The pupils should be taught (1) to *take in*, with the



eye and the mind, the meaning of the printed sentences ; and then (2) to *express* this meaning intelligently by the voice. The reading matter should therefore be suited to their understanding, or not far above it.

The methods used to accomplish this result in the different grades must vary with different teachers. Good sense, helped by observation and experience, will suggest new and changing ways of interesting the pupils and of advancing them in the various steps.

The following suggestions may be of use :—

After children have learned to recognize simple words they may be taught to read short simple sentences from the black-board or chart and from the book, the teacher aiding them by reading each sentence ; for at the outset they can be expected to do little except by imitation.

Bad habits formed at the beginning will be very hard to correct, either by the teachers who allow the children to form them, or by the teachers who next receive the class : such a habit, for example, as that of uttering the words one by one, slowly and monotonously. The articles *a* and *the* should from the first be pronounced with the following word, as if they formed a part of it ; for instance, *a boat*, *a goat*, should be spoken as if they were single words like *about*, *ago*. So, too, the pupils may from the outset be taught by the example of the teacher to read *in phrases* ; *e.g.*, The-two-kits lap-the-milk in-the-pan.

Some explanation of what is to be read is often needed in every grade. Proper emphasis and expression, of the simplest kind, are impossible if one does not understand what he is reading ; but, when the thought is well understood, the reader, of whatever age, may be expected to express it in an easy, natural manner. In the lower grades, and with more difficult selections, the teacher will of course prepare the lesson with the class,—explaining, questioning, and making clear all new and hard words and phrases. A talk about

the picture will often give an opportunity to make the children familiar with words which they are to meet for the first time in print.

It is better to take the easier and more interesting selections first.

As the teacher sets copies on the black-board for writing, so he should set an example in reading naturally and intelligently. It is not *rules* for reading that will help the children, but *imitation* and *practice* of a natural manner of reading.

Constant care must be taken to prevent screaming, shouting, and drawling. A natural pitch of the voice, — not too high, — pleasant intonation, and distinct articulation should be aimed at. Declamatory reading is never desirable, but a style of reading suited to the home circle should be cultivated.

If a pupil miscalls a word it is not best to correct by repeating the isolated word, but rather to give the whole phrase of which it is a part.

It is well for the teacher and a part of the scholars sometimes to close their books and listen to the reading of others. Or sometimes one or two copies of some book containing an interesting story may be passed from one scholar to another, the class listening. The hearers will wish to understand the whole story, and the readers will be incited to read so that they can be understood.

Pupils should frequently be called upon to give, in their own language, the sense of a paragraph or sentence which they have just read. So, after the lesson has been read, they should be called upon to give, in their own language, an oral or written account of its contents.

Each class should go over as much ground as possible, provided that all be fairly understood and read understandingly. The text-books assigned to the various classes indicate not the *amount* to be read, but the *kind* of reading-

matter to be used. No exact limits can be fixed as to what is to be read within a given time. The classes should have as much *supplementary* reading as possible, outside the book assigned. The "Nursery" and Mrs. Rickoff's "Monday Mornings" are specimens of suitable readings, equivalent to a Reader of the "Second" or "Third" grade. Equivalents to the higher grades can be found in the reading-books prescribed for the Latin School.

As soon as a child can read easy sentences he should be encouraged to read other books than the reading-books.

It is impossible to state the exact results which are to be expected in each class. The intelligent and ingenious teacher, who aims to accomplish the object first mentioned, will produce satisfactory results.

#### SPELLING.

In the outline course of study spelling is associated with reading, but it belongs quite as properly with language lessons, writing, and other branches. The practical use of correct spelling is found only when thoughts are expressed in writing. Exercises in spelling should therefore be as far as possible written. The aim all along should be for the pupil to be able to spell the words of his own vocabulary. He should have constant practice in familiar words and also in the new words met in any of his lessons. It is too much, of course, to expect him to remember the correct spelling of *all* the words of his constantly increasing vocabulary; but he may at least be spared useless drill upon words which he cannot use and of whose meaning he is ignorant. It is desirable to train children to spell correctly common words; but they should not be expected to spell unusual and difficult words.

As early as possible passages from the reading-lessons should be copied, and sentences should be written daily from dictation. The sentences which the pupils make in

their oral exercises or in their language lessons will thus give material for a spelling-lesson. When the pupils are far enough advanced they may write out the substance of any of their daily lessons in geography, history, physiology, etc., or copy good passages of prose and poetry. It is manifest that words spelled thus in vital connection with each other and with their meaning will be better remembered than when they are written in lists as isolated, dead fragments.

Care should be taken that the pupils copy correctly. The imitative faculty being strong in children, they would, no doubt, make fewer mistakes if they were never to see or hear words misspelled.

Through the whole course of study, beginning with the earliest attempts, pupils should be held responsible for good spelling in all the written exercises connected with the various branches.

Varied and interesting methods to secure good spelling, and at the same time to lead pupils to a good choice of words in speech and writing, will occur to teachers. Among these may be mentioned the use of synonyms; of words of similar meaning that cannot be substituted one for another; of the different modes of forming derivatives from root-words, etc. Pupils in the upper classes may be led to perceive the few fundamental rules of orthography and pronunciation which belong to our language.

#### WRITING.

A good handwriting, free, uniform, legible, and natural, is better than engraved copies, and to secure this, much more depends on the teacher than on the system taught.

A well-arranged, progressive series of lessons in copy-books is indispensable in order to discipline the hand to regularity, and to correct errors; yet too exclusive use of

engraved copies tends to destroy individual characteristics, — an essential element of the best writing.

Good position, securing the power to move the hand and arm in any direction, — without which we cannot write easily or legibly, — is fundamental; hence, from the lowest to the highest grades, correct position, movement, and form, should be systematically and persistently taught, — good forms made and analyzed, and poor ones corrected, by illustrations upon the black-board.

Neatness and legibility should be required in the written exercises in connection with the various studies.

To encourage and secure the individuality which ought to characterize good writing, blank books, in which to copy valuable maxims, choice selections of prose and poetry, abstracts of lessons, etc., are recommended to be used, alternating with the copy-book.

Upon the lowest line of each page of the copy-book let the pupil write his name and age, the name of the school and class, and the date when the page was completed.

Retain the last set of writing-books finished till another set is completed and criticised.

#### ARITHMETIC.

The course of study in arithmetic includes only subjects that are either essential or useful, and that may, if studied in their proper order and by natural methods, be understood by the pupil. From the beginning to the end of the course he is to acquire a real knowledge of numbers and of their relations and uses. Although a knowledge of arithmetical terms, figures, and processes is essential to the expression and use of numbers, it cannot be a substitute for a knowledge of numbers themselves. The immediate end to be reached in the study of arithmetic, as well as of other subjects of elementary instruction, is the acquisition of a useful amount of real knowledge, with the ability to use it understandingly

and readily, and to express it correctly and clearly. If this knowledge, acquired in the right order and in a sensible manner, be simply and naturally expressed in the language appropriate to arithmetic, numbers and their expression will be so firmly associated that the one will naturally respond to the other.

Not only should the pupil be kept from repeating mere words and figures as if they were numbers, and mere formulas and processes as if they were reasons and ends, but also from the opposite, though lesser, evil of slighting the sign and the process. Correctness in the use of figures is essential, and, if cultivated with the understanding, has a not unimportant moral influence. On the other hand, rapidity, although desirable, is not indispensable, and, when made an end, is too likely to consume the time, which, instead of being spent in acquiring unnecessary skill, might be given to a more intelligent and useful exercise.

Let the pupil, then, do real work in numbers, and let him express what he does, to the end that he may by daily exercise grow into a clear and useful knowledge, and that he may express that knowledge by the language of arithmetic instead of studying the language as if it were arithmetic itself.

Happily, in acquiring the most useful knowledge of arithmetic, a pupil must at the same time receive the best mental training that this study can give. At least in this subject "practical utility" and "mental discipline" are not at variance; neither need be sacrificed to the other.

The School Board has determined the general subjects of the course in arithmetic, and the general order of subjects, but has left details and—with some slight exceptions—methods to the wisdom and skill of the teachers themselves. Of the familiar principles which should determine the methods of teaching arithmetic, none deserve greater attention than the following:—

1. That in childhood the activities of perception are greater



than other mental activities. 2. That both single and related perceptions must be clear and distinct in order that the memory may do its proper work. 3. That the imagination and reflective powers of children cannot live and thrive on abstractions, but must feed daily and hourly on present or recalled perceptions, or on conceptions that may at any moment be realized in thought. 4. That children — when their minds are acting freely and naturally — think and reason, and can no more help thinking and reasoning than they can help seeing when their eyes are open. 5. That the mind is not educated until its power, not only of gaining knowledge without help, but also of applying and using its knowledge, has been drawn out and made effective.

Although these principles do not apply to instruction in arithmetic alone, yet the right methods of teaching it depend especially upon them. They plainly teach —

1. That arithmetic, although a deductive *science*, should at first be studied and taught inductively; that, accordingly, objects of sense — especially those of sight, of sound, and of the muscular sense — should be numbered singly and in groups by the child; that the numbered objects and groups of objects, present, recalled, or imagined, be of so many kinds, and be represented so often by the same figures, that the child will gradually learn the general ("abstract") nature of numbers and the general office of figures; that the operations be at first with numbered objects and groups, and be so simple, of so many kinds, and expressed so frequently by the same signs and figures, that the elementary truths of arithmetic will, in a general form, begin to dawn on the mind of the child.

2. That figures and names of numbers should, at first, be associated *immediately* with numbered objects and groups whose relation to each other is distinctly perceived, and with the simple mental work that the child actually does in order to reach a certain end; afterwards,



slowly and understandingly, with numbers themselves, and the operations performed with them; and, untiringly, year after year, with real and representative problems both within and slightly beyond the knowledge and the ability of the child to solve: to the end that "the memory may do its proper work," and may not, because eye and ear have been trained to associate only names of numbers with names, figures with figures, operations with little or nothing that is actual and intelligible, be left to the fatal and wasteful process of recalling little else than unmeaning signs and sounds.

3. (1) That, because much of the mental activity of a child consists in forming the images of sensible objects and in the play of the imagination, he should be allowed and encouraged to number the familiar objects which he has recalled or which are pictured before him, and, by changing their number, together with their size, form, or color, and the time, place, or other circumstance connected with them, to make up simple problems which may be solved by himself or his classmates. (2) That, as thought involves a consciousness of identity, similarity, or difference, and as these relations are the basis of thought in numbers, but cannot be clearly conceived in an "abstract" form by children, there should be at the very start and during the study of elementary arithmetic exercises which involve the perception of the relations of numbered objects; that, accordingly, the following questions — varied, of course, in matter and simpler in form — should be asked and their answers should be sought and found by the pupils themselves. [The questions given below are not such as should be put to the pupil. They merely indicate the subjects and the order. The questions actually put should be in the simplest form and be varied according to circumstances.]

PRIMARY SCHOOL, CLASS VI. *a.* How many objects [of sight, sound, touch, motion, etc.] do you perceive [see, hear, touch, move, etc.; whether at once or in succession]? *b.*

How many objects in a certain group [or collection, line, series, etc., natural or artificial]? *c.* How many objects in two groups [and more; whether equal or unequal in number; whether perceived at once or in succession]? *d.* How many groups? *e.* How many objects after adding a certain number? *f.* How many objects after subtracting a certain number? *g.* How many more objects in one group [and in several groups] than in another [and in several others]? *h.* How many less? *i.* How many objects of a group must be taken away from it in order that there may *be* a certain number left in it? *j.* How many objects must be added to those in a group in order that the sum may *be* a certain number? *k.* How many objects must be added to or taken away from a group in order that the sum or difference may *be equal* to the number of objects in another group? [Such exercises as are indicated by the foregoing questions should be continued until the child (1) recognizes and names one object and the number of objects in groups of two, three, four, and five; (2) combines every two or more of these groups into a single group of not more than ten objects, and names the number; (3) is able to find out the relations of addition and subtraction, (4) and of more and less, between every two groups of not more than ten objects. (See illustrations of (2), (3), and (4), under *i.* and *j.* in class V.)]

CLASS V. *a.* If the number of objects in each of the equal groups and the number of groups be known, how many objects are in all the equal groups? Also, *b.* how many objects in all the equal groups, together with those in a smaller group, if there be one? *c.* If the number of objects in each of the equal groups be known, how many groups must be combined to form a group of a given number of objects? *d.* How many objects must belong to each group, in order that a given number of equal groups may be combined into a group of a given number of objects? *e.* If the whole number of objects and the number in each of the equal

groups into which the whole number is separated ("divided") be known, how many equal groups are there? Also, *f.* how many equal groups are there, and how many objects in the remaining group, if there be one? *g.* If the whole number of objects and the number of equal groups into which the whole number of objects is separated ("divided") be known, how many objects in each of the equal groups? Also, *h.* how many objects in each of the equal groups, and how many in the remaining group, if there be one? *i.* *In general*, of what numbers is each number of objects, not larger than ten, the sum? [*e.g.*, Three objects are the sum of one object, one object and one object; of two objects and one object; of one object and two objects.] Also, *j.* what is the relation of each number of objects not larger than ten to itself and to each of the other numbers not larger than ten? [(1) The relation by addition and subtraction; (2) by more and less, or by difference; (3) by multiplication, and by division in its two forms; *e.g.*, *The relation of three and one to each other*: (1) Two objects added to one object make three objects; two of the three objects taken away leave one object. (2) Three objects are two more than one; one object is two less than three objects. (3) Three objects are three times one object; one object in three objects three times, and one object is one-third of three objects. *The relations of three and two*: (1) and (2), as above. (3) Three objects are either once two objects and one object more, or once two objects and one-half of two objects; two objects in three objects, either once with one object remaining or once and one-half; two objects are two-thirds of three objects. *The relations of three and three to each other*: (1) If no objects be added to three objects, and if none of the three be taken away, the result will be three objects. (2) Three objects are neither more nor less than three other objects; *i.e.*, three objects are equal to three objects. (3) Three objects are once three objects; three objects in three

objects, once; three objects are three-thirds of three. It is suggested that, as the relations of 1 to 1 cannot be easily apprehended, they be studied last, the following order being perhaps the best: 2 to 1, 2 to 2; 3 to 1, 3 to 2, 3 to 3; 4 to 1, 4 to 2, 4 to 3, 4 to 4; and so on to 10; and last 1 to 1.]

CLASS IV. *a.* What is the sum of the objects in a group of ten and a group containing less than ten? Also, *b.* of two groups of ten? *c.* What are the relations of addition and subtraction, and *d.* of more and less, between ten objects and every number of objects from eleven to twenty? *e.* In general, of what numbers is every number of objects from eleven to twenty the sum? Also, *f.* what are the relations of addition and subtraction, of more and less, of multiplication and of division in its two forms, between every two numbers not larger than twenty? [Order: 11 to 1, to 2, to 3, and so on to 11; 12 to 1, to 2, to 3, and so on to 12; etc. See illustrations under *i.* and *j.* class V.]

CLASSES III., II., I. [The relations correspond to those in the lower classes. See illustrations. If the relations of the smaller numbers be really perceived, and if they be often expressed by words and figures in solving the simple problems given, the pupils will probably need no other exercises to fix these relations in the mind. The limits of useful familiarity with results in addition and subtraction are plain. It is sufficient for practical purposes to know and to have ready for use the sum of every two numbers neither of which is larger than ten, and the difference of every two numbers neither of which is larger than twenty. If a pupil is familiar with these results, and has a real knowledge of decimal composition, relations, and notation of numbers, he is prepared to add and subtract with larger numbers. In multiplication and division the boundaries of desirable familiarity with results are not so plainly marked. Logically, a hundred is the largest product and dividend, and ten the largest multiplier and divisor that need be ready for use in the larger

numbers. But eleven is so easy and twelve so useful a multiplier and divisor, that one hundred forty-four and twelve are not undesirable limits. Beyond the limits referred to, no special effort need be made to fix relations in the mind; the most useful, being used the oftenest, will fix themselves. Indeed, it is sufficient for the pupil to be *able* to find, within a reasonable time, the true relations of the larger numbers, and to express the results correctly.]

4. That because children think and reason — though not consecutively and logically — they should be *allowed* to think and reason in numbers, inductively and by immediate inference at first, and deductively after arriving at simple truths; that, accordingly, neither “rules” nor principles should at first be presented to pupils, but simple facts which they can apprehend, and simple problems whose solution requires them to use their mother-sense, and does not prevent them by difficulties in matter and form from using naturally and understandingly their mother-tongue; that after a principle has been evolved from the solutions of simple problems, and has been clearly stated by the pupils, they may illustrate and apply it, may use it as a guide and a reason, in their future and more difficult work.

5. That, in order to educate the power of applying and using the knowledge of arithmetic and of gaining further knowledge of it without help, the mind must be so exercised that it will be able not only to receive and reproduce ideas of number that have been clearly, orderly, and pleasingly presented to it, but also to make a positive effort to arrive at a definite end, although the way to it be hard and rough; and, accordingly, the ear and eye should be trained with the understanding to perceive readily what is given and what is required in the simple oral and written problems, and the mind, knowing the object to be accomplished, should do the work with no more than needed help; the problems should gradually become more difficult to solve and should



represent as nearly as possible reality ; the inventive power should be exercised in making up both oral and written problems ; and, finally, a "subject" should be studied by the pupil and should, with little or no help, be mastered by him.

In teaching the metric system, instructors may be helped by reading Sawyer's "Metric Manual," and other publications of the Metric Bureau.

Each pupil should see, handle, and *use* the measures and weights. With the help of his teacher, he can easily make of wood, tape, paper, or of other material, a meter and any useful part of a meter. In his drawing lessons, he may represent a decimeter in length and a square decimeter, and, also, sub-multiples and small multiples of these. In the number lessons, he may use to advantage ten splints or straws, each a decimeter long. By placing them in line he may illustrate any desirable part of a meter, and, at the same time, have an exercise in the relations of the first ten numbers. With four splints he may enclose a square decimeter ; and, with simple apparatus, he may be made familiar, or, better, may make himself familiar, with the most useful units of volume, capacity, and weight. Whatever real knowledge of the metric system he gets, must help him in understanding the decimal system of numbers.

#### GEOGRAPHY.

This should not be a study of dry details, but of the home of man ; the study of the diversified surface and varied climates of the earth ; of the distribution of vegetable and animal life ; and of the conditions of human life as to manners, customs, occupations, governments, and religions.

As travel broadens the ideas, so will the study of geography if rightly pursued ; and pupils may increase the value of their lessons by reading books of travel, and stories of great explorers. The teacher can afford to deal sparingly in statistics, latitudes, longitudes, areas, and

heights, and to avoid dry definitions and detailed map-questions, that lead only to a recital of names of places destitute of associations. Such knowledge is not worth the time it takes to acquire it, though it may secure rapid, accurate recitations. Rather let pupils be encouraged to express, in their own language, whatever of interest and value they may gain from the text-book and from other sources of information.

The first lessons, with little children, may be entirely oral, the teacher using vivid style and familiar language; the aim being to create an interest in different natural features and products, and in the customs and occupations of people in different parts of the earth. The teaching cannot be too simple, the treatment of subjects too familiar. It is proper to presuppose a certain preparation for geography in the primary schools, where the children will have heard of north, south, east, west; of plants and animals from hot and cold countries; and of different ways of living in different places. The teacher of geography may begin, then, by talks about travelling over the great earth to see it, to get what is needed here, or to carry to people in other parts what they need. She may address the imagination and make the first lessons a series of word-pictures, as far as possible. Showing a globe, she may give an idea of the form and size of the earth; and by simple illustrations, — as, for instance, that plants grow on the land, and ships sail on the sea, and that everywhere birds fly into the air, — she may lead to the conception of land and water on the surface of the earth, and of air surrounding it.

The study of the natural features may begin with object-teaching, — a hill, a pond, a river, — whatever is known to, or can be seen by, the children. Pictures, or black-board drawings, will serve to give the first ideas of unknown features; and a tray of moulder's sand, in which the children will delight to form mountains, valleys, peninsulas, etc., will



be a valuable aid. After such conceptions children will read intelligently the concise expressions of the text-book, called definitions.

What the earth affords on its surface (or vegetation and animals); under its surface (as coal and metals); what the water affords (as fish, salt, and sponge); what is around the earth (leading to talks about wind, clouds, and rain), — these, and similar topics, will form a series of appropriate early lessons.

The children will thus come naturally to the need of maps, and by making a map of the streets in the vicinity of the school-house, and a plan of the school-room, they will learn the difference between maps and pictures. Outline maps of the grand divisions may be introduced, and the children may learn to point out rivers, mountains, bays, and other natural features, designating very few, if any, by their special names. It will be natural next to compare these maps with the globe, and to show the position of the grand divisions there, and, perhaps, the equator and the hot and cold parts. By simple methods the maps of hemispheres may be explained, and then briefly studied.

In the second year the children will be ready to take up such general study of the countries of each grand division as is adapted to their age. This study will be more interesting and useful if still largely oral, with such explanation of the text that the children may catch its full meaning before attempting to read it for themselves. The teacher may think it wise to take very early in this course the study of our own vicinity, and state, and country, giving more time and detail to it than to other parts. Map-drawing may be associated with this study of countries from the beginning, though it may not be desirable to insist yet upon drawing from memory.

A class will thus be prepared for what may be designated the second stage of study; or to take up a more careful, sys-

tematic course. This would naturally begin with further consideration of the form of the earth, the observation of the circles on the globe, easy statements and illustrations of the earth's motions, seasons, zones, and of the life of man as dependent upon surface, climate, and civilization. Here it would be interesting to point out the earliest civilized countries, to trace briefly the progress of discovery, and the transplanting of languages, manners, and customs, by colonization.

Then would follow the careful study of the physical and political characteristics of different countries, noting the dependence of the latter upon the former, and important historical associations, giving more or less time to each country according to its importance. Recitation by topics and map-drawing will be the indispensable accompaniments of this course. Rapid sketching of maps on slate or black-board, as an aid to the study of countries and for reference during recitations, will be useful; but elaborately finished maps are unnecessary. It may be suggested that, while a system of triangulation is an aid to many pupils, it is more difficult for others to hold it in the memory than to draw good outlines without it.

The third and last stage of study is intended to be a general review, with special attention to important points. The pupils of the first class are mature enough to form clear conceptions of the phenomena that belong to astronomical and physical geography, and of their effects upon climate and civilization. They can consider more fully than before the earth as a planet; the changes of the seasons; the variation in the length of day and night in different parts of the earth; the different daily path of the sun at different seasons; the variation in time as corresponding to variation in longitude; the causes of winds and currents; the contrasts in contour and relief and natural scenery; the commercial and political relations of different nations, with the special interests

of each. They can thus arrange and classify knowledge acquired in previous years and make it a permanent possession.

#### HISTORY.

The leading purpose of this study should be to awaken an interest in historical subjects.

Make prominent the men, localities, facts, and features that are of a representative character, so that the pupil will have a clear idea of the place each occupied in the development of the nation.

Maps and diagrams of places where important events have occurred should be made and freely used. Nothing assists more to fasten in the mind an event than a knowledge of the place where it occurred.

Short biographical sketches of persons prominent in different periods will help fix the time, place, and circumstances of the events in which such persons were conspicuous. Only a very few of the most important dates of such events as have become landmarks in history ought to be memorized. The order and sequence of events, rather than the exact date of each, should be the aim.

As little as possible, including dates, should be committed to memory. It is the thought, the relation of cause and effect, that is desirable ; and this will rarely be secured if the pupil is required or allowed to commit and repeat the words of the text-book. The imagination especially should be cultivated.

Assign lessons by topics, not by sections or pages of the text-book, and require pupils to recite in their own language.

Encourage pupils to consult other histories beside the text-book, and to read any book illustrating the period studied. Historical relics, engravings and views of places historically important, should, if possible, be exhibited and explained.

In United States history carefully consider the principal discoveries and explorations, the settlement of such colonies as especially moulded and modified the social, political, and religious institutions of the country, the different kinds of government established by the colonies, and how they were united in a common defence, to secure their rights as set forth in the Declaration of Independence and embodied in the Constitution. The period since the establishment of the Federal Government should be more thoroughly treated than any other. It is better to know what the nation has done, how it has increased its territory, developed its resources, settled great and vital questions, and advanced to its present position, than to be acquainted with a large number of antecedent but less important facts.

The value of English history depends very largely upon connecting it with the history of our own country. Teachers are therefore recommended to pass more lightly and rapidly over the earlier periods, dwelling only upon such points as the earlier races, governments, and institutions, and reserving their labors in detail for the later periods, from about 1500 to our own time. No single text-book will be found sufficient.

In studying the Constitution of the United States, and of Massachusetts, read the documents themselves, referring from one to the other and from both to the English Constitution, or those parts of it which are the sources of our own. We have here an excellent opportunity of studying history by original documents, and it should be made as much of as possible.

#### PHYSICS.

The course of study provides that the teaching of Physics shall be "as far as practicable by the experimental method." The ingenuity of the teacher will, doubtless, find the practicability of this method under nearly all circumstances. It

may be well, however, to indicate the reasons for introducing this branch of study earlier in the grammar-school course, and the nature of the work it seems desirable to accomplish in the respective classes.

The object of the change is to give to a larger number of scholars than heretofore the opportunity of obtaining such knowledge of the elementary facts and principles of Physics, and such training in methods of observing and investigating, as will be helpful to them in life. As a large majority of these scholars are cut off from school privileges either at or before the end of the grammar-school course, the plan of instruction should have chief reference to their especial requirements.

Only the most familiar physical facts need be made the study of the third class. In some instances the underlying principle may be recognized; but the aim will chiefly be the cultivation of the observing faculty, and the attainment of some practical knowledge. It will not be necessary to follow closely any particular order of subjects or lessons. The result, however, will probably be an acquaintance, on the part of the scholars, with a few facts from most of the departments of Physics, some understanding of simple mechanical principles and their applications, and considerable interest in experimenting.

In the second class former attainments may be tested, instruction continued with the same ends in view, attention given to the general divisions of the subject, and the classification of phenomena. Inquiry into causes will naturally come into greater prominence. This will demand much experimental practice, for the purpose of discovery or verification.

The way will thus be opened for systematic, and somewhat more comprehensive study in the first class. This will insure a review of previous work, and the completion of the outline study of the subject. More attention may be

given in this class to physical laws and theories, to mechanical contrivances for utilizing the forces of nature, and to the principles involved in the construction of philosophical instruments. Experimental practice may thus be made more general and effective.

#### SEWING.

The main object of instruction in sewing is to fit girls for greater usefulness in their homes ; and, to this end, the teaching should be progressive and thoroughly practical. Right beginnings will be secured by special attention, at first, to the posture of pupils, the proper holding of the work and of the needle, and the adaptation of needle and thread to the material in use. With sewing, as with all other branches of instruction, variety and interest are necessary to success, and the teacher will gain much by inducing parents to supply the little ones with work requiring only simple stitches and short seams, and to vary the material and kind of work as the instruction proceeds. As far as the teacher can control it let the child have, at the start, the encouragement of making something useful, not the wearisomeness of taking meaningless stitches on meaningless pieces of cloth. And let her be promoted from one kind of stitch and garment to another, till she has learned all the varieties of useful sewing. Especially let her be encouraged to mend, patch, and darn well, to make good button-holes, to cut, fit, and baste her work, and to secure neatness of finish.

#### PHYSICAL EXERCISES.

A few exercises well done will be much more pleasing, interesting, and beneficial than many indifferently performed ; therefore teach a few well-arranged, simple movements that pupils can make without imitating the teacher or a pupil placed before the class to guide or direct the exercise.



Require precision and uniformity. If pupils know just what movements to make, without dictation from the teacher, they will delight in them, especially when executed to music.

Avoid all sudden or jerking movements. If the hand or arm is to be carried out from the body horizontally, vertically, or obliquely, let it be done as though carrying a heavy weight as far as possible, stretching every muscle to its utmost tension.

It is a poor excuse for neglecting physical exercises in school to say, "No time." Time will be gained by practising a few well-arranged, symmetrical exercises. Whenever a recitation languishes on account of inattention or weariness, and pupils become restless, a moment or two spent in judicious physical exercises will change the entire aspect of the room, and pupils will be prepared to apply their minds to study with renewed vigor.

If practicable, rooms should be thoroughly ventilated during these exercises.

Sitting, counting aloud, or singing, should not, as a general thing, be allowed while exercising.

Do not allow pupils to strike upon their chests unless their lungs are fully inflated. It is not safe to practise any physical exercise with very small children in which they will be required to strike their chests, for they will not and cannot keep their lungs properly inflated.

Teachers should give personal attention and direction to the subject, and not permit exercise in any way but the right one. Have a well-defined object in view, and endeavor to make every movement tend toward that object.

#### RECREATION.

Part of Wednesday and Friday afternoons, or other more convenient times, may be spent in merely entertaining exer



cises. The following are suggested, not as a list, but as specimens :—

1. Nursery Songs.
2. Games with action, as, King George and his Troops.
3. Games without action, as, Putting in a Word.
4. Stories.
5. Talks.

#### MISCELLANEOUS.

The half-hour under this head is not intended for work, but for a breathing-time as the children in the primary schools grow older, and need an occasional pause in their lessons. It is also meant to provide the teachers with a few comparatively spare moments in which they can attend to various details.



SCHOOL DOCUMENT NO. 20.

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ANNUAL REPORT

OF THE

COMMITTEES ON

MUSIC AND DRAWING.

1878.



BOSTON :  
ROCKWELL AND CHURCHILL, CITY PRINTERS,  
No. 39 ARCH STREET.  
1878.

IN SCHOOL COMMITTEE, Sept. 10, 1878.

Accepted, and, on motion of Mr. Perkins, ordered to be printed.

Attest :

GEO. A. SMITH,  
*Secretary.*

## REPORT.

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As the Committees on Music and Drawing are about to be consolidated, they have thought it unnecessary to prepare separate reports, as hitherto. They now respectfully submit a joint Annual Report, containing mention of all proposed changes in, as well as arrangements and suggestions for, the management of these studies in the public schools during the coming year.

The necessity of employing a large number of special instructors, until the regular teachers were fitted to replace them, has hitherto made it impossible to carry on these studies in a manner calculated to insure success otherwise than at a large expense, but, as through attendance at the normal classes many of them have become capable of teaching music and drawing, it can now be left in their hands to a great extent, without risk of checking the march of improvement or lowering the standard of attainment. This arrangement will doubtless tend to satisfy many persons who, in consideration of the great expense of special instruction, have regarded music and drawing as drains upon the public purse out of all proportion to their utility. Henceforth they will be for the most part taught by the regular teachers; and, as marks awarded for them will be counted like marks given for other studies, they will no longer stand outside the regular curriculum, as if simply allowed and not required.

Drawing is now generally admitted to be one of the four fundamental studies best calculated to fit children for practi-

cal life; and this not only because it is the language of form in every branch of industry, but also because, by quickening the power of the eye to seize the forms of letters and words, it helps children to learn to read; and by training the hand to represent forms it helps them to learn to write. Being thus important in itself as a means of expression, and as an auxiliary to the acquirement of other means of expression, it is really one of the most valuable studies pursued in our public schools, and we may trust that the time is not far distant when we shall cease to hear it spoken of as an accomplishment, by those who are at present wholly or partially blind to its practical importance. The Director of Drawing, Mr. Walter Smith, has well said, that "No house was ever built, no steam-engine or steamboat ever constructed, no garden ever laid out, no ship ever planned, no tunnel ever bored, no machine ever put together, without its aid." It lies at the basis of all industry, as at the basis of all art, and the attacks made against its practice in the schools come from those who overlook the fact that it is as vitally linked with the first as it is with the last. That, indeed, is the only ground on which drawing can be taught in public schools.

We claim an equal right for music to a place in common-school education, but on very different grounds. Although it has not the same practical bearing upon life, if by practical use we are to understand an absolute money-making power, its moral influence is even greater. It not only raises the minds of the young to nobler planes of sentiment than those habitual to them, by making them breathe for a time a pure atmosphere of pleasurable emotion, which strengthens, while it healthily refreshes, the spirits of all who join in it; but it develops ideas of order and obedience, as part-singing is impossible without discipline, and forms a bond of brotherhood between the singers, by demanding concurrent and systematized action. While part-singing is thus morally beneficial, it is also physically useful, as being a most

♦

healthy exercise for the lungs. Finally, it must not be forgotten that music, which, when of high quality, finds its way to all hearts through delighted ears, is invaluable at the Annual School Exhibitions. Without it they would be dead and lifeless.

The vital points in any scheme of instruction are a plan of work, and competent experts to judge and test it. These we may fairly claim to have secured in the administration of music and drawing. In each the plan of work has been slowly matured, and, after undergoing many modifications suggested by experience, is now well adjusted to our circumstances and requirements. Not that we suppose it to be perfect in music or drawing, but when we compare our own with some foreign systems, we find cause for a certain degree of legitimate satisfaction.

Thus, in regard to the teaching of music in England, Mr. Hullah, the able Inspector for Elementary Schools, says in his report (1876-7), "What has latterly been done for music in schools has rather impeded than furthered its improvement. The State gives one shilling for each child who is reported by an inspector, *nominal or otherwise*, to be able to sing by *ear*. The songs required of scholars are worthless as a means of musical culture; they take up time that might be given to the real study of the subject, and, as I have been repeatedly told by school-masters whom I knew to be competent to teach, prevent their turning their knowledge to account in teaching their pupils not half-a-dozen songs, but *music*." These plain statements have had their proper effect, for the President of the Committee of Council on Education has lately informed Parliament that Mr. Hullah is to be sent to the Continent to report on the teaching of music. As the present "limp system" is said to cost England £90,000 per annum, it is most desirable that she should look abroad for light. In the schools of Holland and Belgium Mr. Hullah will find, as he



would find in our own schools, were he to honor them with a visit, a system which teaches children to understand the values of notes, to sing at sight, to observe time, measure, and rhythm, and to recognize all musical signs and marks of expression.

In this connection the Committee on Music think it but just to express their sense of the great services rendered to Primary-School instruction in music by the late special instructor, Mr. Luther W. Mason, who mainly organized and has zealously worked to perfect it during his many years of faithful service in the public schools, now brought to an honorable close.

So much has been said of our system of instruction in drawing in previous reports that we need not expatiate upon it here. It has certainly produced remarkable results, and we have reason to be grateful to our able Director, Mr. Walter Smith, who, with ample knowledge of the merits and defects of foreign systems, organized and shaped it to suit our peculiar circumstances. In the future it will be possible to carry it on at a reduced expense to the city. A saving of \$3,600 has been effected by dropping three of the special instructors; but it is to be remembered that had we not had their aid in the past, the regular teachers would not have been, as they now are, capable of taking their places. A further saving will eventually be effected in the cost of drawing-books; but here again it must be remembered that it is the experience which has been gained through those at first used, that we have learned how they may be produced more cheaply and yet serve an equally useful purpose. The need of drawing-books in the schools is shown by the fact, that the work of pupils in the Upper Primary and High-School classes, where they are not used, is less good than that of Grammar-School pupils who use them. The reason of this is, that while teachers who have learned to draw as adults can teach well from copies,

few can put examples on the black-board. They need to have a definite course of work laid down for their guidance. As a rule teachers can write far better than they can draw, and yet their pupils cannot get along without writing-books. Without drawing-books the pupils would have to depend upon the manual skill of their teachers, which, as proved by the examination papers, is often inferior to their own, at least to that of pupils in the upper classes, although they were taught what they know by the use of books; under the direction of these same teachers. It is clear, then, that an organized system laid down in books is absolutely necessary, since without it we should have to depend upon many teachers, with different views and limited knowledge; or, in other words, upon their accidental qualifications. Blank books, which would have to be provided were illustrated books displaced, cost eight cents apiece, while the latter cost fifteen cents. Surely, no one can grudge the difference in cost, unless they consider it cheaper to throw away eight cents than to spend fifteen wisely.

We heartily join in the wish expressed by the Superintendent, Dr. Eliot, in his Annual Report, "that the imagination had freer play in drawing, and that the books through which instruction is given were both more æsthetic and more elastic;" but at the same time we doubt whether they could be æsthetically improved without exciting opposition. Drawing in public schools is meant, we are told, to train the hand and the eye to exactness, and not to be taught with reference to its artistic applications; and that this is the feeling of many influential persons has been shown by the fact that, even in the High Schools, where the pupils of the graduating classes have been, to some extent, supplied with casts and flat copies of a high order, and with flowers and other natural objects calculated to excite a love of beauty in their minds, the effort to make the course more æsthetic has

been spoken of in the School Board, and in the newspapers, as illegitimate in school training.

Under these circumstances we hardly see any other possible course than that taken, which seems most certain to enable the study to maintain a foothold in the schools.

According to the present arrangement the pupils draw through eighteen books in twelve years, four of which are blank, and fourteen illustrated.

In the Primary Schools the Primary Manual is used by the teacher, and the card series Nos. 1 and 2 by the pupils. As these are already in the schools, no annual expense is incurred for copies.

In the Grammar Schools the teachers use the Grammar-School Manual, and the pupils such drawing books as are mentioned in the following programme:—

*Class 6.*—September to February, No. 6 Freehand book; February to July, No. 6, Review of.

*Class 5.*—September to February, No. 1 Geometry; February to July, Freehand No. 2.

*Class 4.*—September to February, No. 2 Geometry; February to July, Freehand No. 3.

*Class 3.*—September to February, No. 3 Geometry; February to July, Freehand No. 4.

*Class 2.*—September to February, No. 1 Model; February to July, Freehand No. 5.

*Class 1.*—September to February, No. 2 Model; February to July, Freehand No. 6.

In the High Schools the senior class uses no books.

The middle use No. 1 Perspective from September to February, and blank-books from February to July.

The junior use No. 2 Perspective from September to February, and blank-books from February to July.

Some saving of material might be effected if the principals of schools were directed to return all half-used books to the School Committee rooms, in order that they might be made

over or exchanged; and a great saving in expense would certainly result if the pupils of the High Schools were required to pay for books and drawing materials.

The well-put argument of the Superintendent of Public Schools (see Annual Report, page 27) against the present policy of supplying text-books to "children who can pay for them as freely as to those who cannot," is equally applicable to drawing-books and drawing materials. It is not by doing away with them altogether, which would be tantamount to putting a complete stop to the study of drawing, and making all past sacrifices fruitless, that expenses should be diminished; but by making the cost of them fall upon those who can afford to bear it. We cannot do without books, though we can and shall have them at a cheaper rate; neither can we buy fewer than at present, when the upper classes in the Primary Schools use blank-books, the different classes in the Grammar Schools use two printed books per annum for each pupil, the senior class in the High Schools use no books, and the middle and junior classes only one printed book per annum for each pupil.

The Committees on Music and Drawing, foreseeing the reduction in the number of special instructors which was made in the month of June, took pains to satisfy themselves beforehand that this step, which would place these branches of instruction on a new footing in the public schools, could be taken without risk of detriment to their efficiency. In the month of March the special instructors in music were directed to prepare lists of the names of all teachers in the districts under their charge whom they considered competent to teach it. These lists, being sent in, satisfied the committee that the Grammar and Primary Schools were amply provided with competent teachers, needing only occasional supervision from the special instructors.

The same fact was ascertained in regard to drawing,

through the examinations held by the Director. These showed that out of 1,066 teachers, we now have 494 who have passed in all the five subjects required, namely: Perspective, Geometry, Freehand, Model, and Memory Drawing; 137 who have passed in 4 subjects; 124 in 3; 74 in 2, and 41 in 1 subject, leaving a remainder of 196 who have passed in none. Of more than 100 of these, who have been excused from attending normal lessons, on account of ill-health, or defective eyesight, duly certified by a physician, nothing is to be said; but the rest are plainly at fault. It is true that there are some among the comparatively few teachers who have neglected to qualify themselves to teach drawing, who can justly plead want of time to do justice to all the demands made upon their strength; but all should remember that normal instruction is given in order to fit them for a work which, until they are able to undertake it, must be done by special instructors, and that, by their non-attendance, they thwart the always avowed intention of the School Board to dispense with a costly system of special instruction as soon as possible. Independently of all economical considerations, this is shown to be the true course, by the fact that the best results have been attained in the Grammar Schools, where for the last two years the regular teachers have been chiefly depended on to teach drawing. In the High Schools, where special instruction is most needed, it can only be given to the graduating classes, as the special instructors must devote a part of their time to examining and marking the work done under the regular teachers in the lower classes.

Among the teachers in every school some are better fitted than others to teach music or drawing, as the case may be, and it seems reasonable that these should be charged with the responsibility of carrying them on, now that so little special instruction can be given. This suggestion has been made to the principal of the schools in a joint circular lately



issued by the two committees, and doubtless it will be generally adopted. The special instructors in music will advise the regular teachers who are in doubt as to the conduct of their classes, when they visit each district once a fortnight, so far as practicable, to examine and report on their work. Such help cannot be so regularly counted on from the special instructors in drawing, as the greater part of their time is to be given to teaching the graduating classes of the High Schools, and to examining and marking the work of the lower classes in the same; but in case of need the principals have been requested to write to the chairman of the Committee on Drawing, asking for the attendance of a special instructor, who can be sent at any time. It is proposed that the special instructors in drawing shall give two days a week to the instruction of the graduating classes in the High Schools allotted to them, and one full day a week to examining and marking the work of the pupils of the lower classes, taught by the regular teachers, so as to see that it is being done according to the programme. Copies of the marks awarded to each pupil, both in the graduating and lower classes, are to be handed in to the principals of the schools, weekly or monthly as they may desire.

A summary of those marks, and a general report on the condition of drawing in each of the schools under instruction, is also to be sent to the chairman of the Committee on Drawing, and a duplicate of the said report to the Director of Drawing. In this way the condition of each school will be ascertained, and a necessary supervision kept up in every grade.

The Division of work between the special instructors in music and drawing has been made so as to cover the whole ground as far as possible. On account of their small number it must be of a somewhat superficial character, as far as direct teaching is concerned; but this is hardly to be regretted,

since it will give the regular teachers an increased sense of responsibility, and make them regard the special instructors as counsellors and not as substitutes.

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## WORK OF THE DIRECTORS AND SPECIAL INSTRUCTORS.

### DRAWING.

The Director, Mr. Walter Smith, will teach one normal class, consisting of the pupils of the Normal School, and those teachers of the public schools who have not yet obtained full certificates. He will direct and supervise drawing in the High and Grammar Schools, and the Free Evening Drawing Schools; hold semi-annual examinations of all schools and classes, and report on them, and deliver lectures where they are needed.

Mr. Henry Hitchings, will teach the English High-School graduating class two days in the week, from 9, A.M. to 2, P.M., and will spend one day in examining and marking the work of pupils in the lower classes. He will also teach the Girls' High-School graduating and advanced classes, two days in the week, from 9, A.M. to 2, P.M.

Mr. Lucas Baker will teach the graduating classes of the Charlestown and Brighton High-Schools on three days in the week, and will examine and mark the work done in the lower classes on two days.

Miss Mercy A. Bailey will teach the graduating classes of the Dorchester and West Roxbury High Schools on four days in the week, and will spend one day in the Girls' High School, to examine and mark the work done in the middle and junior classes.

Miss Balch, fourth assistant in the Roxbury High School, who has long aided the late special instructor, Mr. Nutting,



in teaching drawing, and is specially fitted for the work, will take the responsibility of carrying it on in that school.

#### MUSIC.

The Director, Mr Julius Eichberg, will teach the graduating classes in all the High Schools, supervise the classes taught by the regular teachers, hold examinations of teachers and pupils, and give normal instruction.

The Grammar-School districts will be visited once a fortnight, as far as possible, by the special instructors, who will examine and report on the work of the regular teachers.

Mr. J. B. Sharland will take charge of the following seventeen districts; Franklin, Brimmer, Winthrop, Exeter-Street, Dwight, Everett, Sherwin, Comins, Dearborn, Dudley (Boys), Dudley (Girls), Lewis, Lowell, Central, Charles Sumner, Hillside, and Mt. Vernon.

Mr. Henry A. Holt will take charge of seventeen districts, as follows: Wells, Eliot, Hancock, Quincy, Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff, Allston, Bennett, Bowditch, Bowdoin, Phillips, and Rice.

Mr. J. M. Mason will take charge of the following sixteen districts: Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, and Tileston.

Before concluding this report a few words remain to be said about the Free Evening Drawing Schools. The expense of maintaining them during the coming winter will be much less than in previous years, as they are to be open five months instead of six, and as one of them, the Jamaica Plain School, will be closed. Owing to its disadvantageous location this school was not sufficiently well attended to enable the Drawing Committee to recommend its continuance. The committee have, however, presented to the School Board a petition from a large number of persons resident at

Roslindale and in the vicinity, asking for an Evening Drawing School, and have recommended it favorably, on the ground that it can be opened in the Charles Sumner School-house, with no other expense to the city than that of lighting and heating the rooms needed.

During the coming term the Tennyson-street School classes will be divided between the Appleton-street School-house, and the Mechanics' Hall, in Bedford street. The expense incident to the transportation of material to these buildings is to be borne by the Mechanics' Charitable Association, and the directors of the same have granted the use of rooms in their Bedford-street building to the pupils of the classes in instrumental drawing, rent free, in consideration of the loan of the Tennyson-street School-house to their Association by the School Board, for the Mechanics' Fair.

The Evening Drawing Schools will be open from the third Monday in October to the Friday next preceding the third Monday in March, at Appleton street and Bedford street, Charlestown City Hall, Dorchester High School, King-street School, Roxbury, East Boston, and, if permission is granted by the School Board, in the Charles Sumner School-house at Roslindale. The master, the head assistant, and the assistants in these schools, will not be changed, as the Drawing Committee have every reason to be satisfied with their capacity and their zeal. The Free Evening Drawing Schools were established for mechanics and artisans wishing to make up deficiencies in their education, which, as they feel, seriously interfere with their success in life. Skilled labor commands high wages, and skilled labor is what these schools should produce. With a view of increasing their utility the Drawing Committee would advise that the age for admission for boys should be changed from fifteen to seventeen years of age, as this measure will tend to prevent boys whose real age is difficult to determine, from entering the classes and taking up room which might be better

occupied ; and, also, that a teacher should be allowed for every twenty-five instead of every thirty pupils, as this latter number hardly allows a teacher to give as much time to each pupil as is desirable, if the pupil be really intent upon hard work.\*

In legislating for these evening schools we should not forget how much indirect good they do, by keeping so large a number of persons usefully employed, some of whom, without them, might spend their time not only unprofitably, but harmfully to themselves and the community.

In behalf of the Committee,

CHARLES C. PERKINS,

*Chairman.*

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\* These orders were adopted by the School Board on Sept. 10th.



SCHOOL DOCUMENT NO. 21.

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PRIMARY, GRAMMAR, HIGH, LATIN,  
AND NORMAL SCHOOLS.

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T E X T - B O O K S

AND

COURSES OF STUDY

AUTHORIZED FOR THE SCHOOL YEAR 1878-79.



BOSTON :  
ROCKWELL AND CHURCHILL, CITY PRINTERS,  
No. 39 ARCH STREET.  
1878.

IN SCHOOL COMMITTEE, Sept. 24, 1878.

*Ordered:* That the list of books, as adopted by the Board, for the school year 1878-79, be printed, and that no other books be used in any of the public schools of this city.

(A true copy.)

Attest :

GEO. A. SMITH,  
*Secretary.*

# PRIMARY SCHOOL TEXT-BOOKS.

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## *Sixth Class.*

Franklin Primer, Leigh's type.

## *Fifth Class.*

Franklin Second Reader, Leigh's type.  
Worcester's Primary Spelling Book.

## *Fourth Class.*

Franklin Second Reader.  
Worcester's Primary Spelling Book.  
First Music Reader.

## *Third Class.*

Franklin Second Reader.  
Worcester's Primary Spelling Book.  
Eaton's Primary Arithmetic.  
First Music Reader.

## *First and Second Classes.*

Franklin Third Reader.  
Worcester's Primary Spelling Book.  
Eaton's Primary Arithmetic.  
First Music Reader.



*All the Classes.*

First Primary Music Chart.

Prang's Natural History Series.

*Supplementary Reading.*

IN SCHOOL COMMITTEE, Sept. 24, 1878.

*Ordered,* That the monthly juvenile magazine, "The Nursery," be provided as supplementary reading matter for the Primary Schools, in such quantities as may be indicated by the Board of Supervisors.

## GRAMMAR SCHOOL TEXT-BOOKS.

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*Sixth Class.*

Franklin Fourth Reader.

Worcester's Spelling Book.

Eaton's Intellectual Arithmetic.

Warren's Primary Geography.

Hooker's Child's Book of Nature (*permitted* as a reading or lesson book).

Intermediate Music Reader.

*Fifth Class.*

Franklin Intermediate Reader.

Worcester's Spelling Book.

Eaton's Intellectual Arithmetic.

Eaton's Grammar School Arithmetic.

Warren's Primary Geography.

Hooker's Child's Book of Nature (*permitted* as a reading or lesson book).

Intermediate Music Reader.

*Fourth Class.*

Franklin Fifth Reader.

Worcester's Spelling Book.

Eaton's Intellectual Arithmetic.

Eaton's Grammar School Arithmetic.

Warren's Common School Geography.

Intermediate Music Reader.

*Third Class.*

Franklin Fifth Reader.  
Worcester's Spelling Book.  
Eaton's Intellectual Arithmetic.  
Eaton's Grammar School Arithmetic.  
Warren's Common School Geography.  
Swinton's New Language Lessons.  
Anderson's Grammar School History of the United States.  
Intermediate Music Reader.

*Second Class.*

Franklin Sixth Reader.  
Eaton's Intellectual Arithmetic.  
Eaton's Grammar School Arithmetic.  
Warren's Common School Geography.  
Swinton's New Language Lessons.  
Worcester's Comprehensive Dictionary.  
Anderson's Grammar School History of the United States.  
Fourth Music Reader.

*First Class.*

Franklin Sixth Reader.  
Eaton's Intellectual Arithmetic.  
Eaton's Grammar School Arithmetic.  
Warren's Common School Geography.  
Swinton's New Language Lessons.  
Worcester's Comprehensive Dictionary.  
Worcester's History.  
Cooley's Elements Natural Philosophy.  
Fourth Music Reader.

*All the Classes.*

American Text-Books of Art Education.  
A. R. Dunton's Writing-Books, University Series, or Payson, Dunton & Scribner's.

Prang's Aids for Object-Teaching, "Trades."

Higginson's History of the United States (*as a reading-book*).

*Supplementary Reading.*

IN SCHOOL COMMITTEE, Sept. 24, 1878.

*Ordered*, That the Committee on Supplies be authorized to purchase, at the request of the Board of Supervisors, not exceeding two hundred copies each, of any or all of the following books, to be used under the direction of the Board of Supervisors, as auxiliary reading-books in the Grammar Schools:—

Hawthorne's Wonder Book.

Hawthorne's Tanglewood Tales.

Miss Martineau's Crofton Boys.

Thomas Hughes' Tom Brown's School Days at Rugby.

Danas' Two Years before the Mast.

De Foe's Robinson Crusoe.

Irving's Sketch Book.

## HIGH SCHOOL TEXT-BOOKS.

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### ENGLISH.

#### *First Year.*

Bain's Brief English Grammar.

<sup>1</sup>Irving's Sketch-Book.

<sup>2</sup>Scott's Lady of the Lake.

#### *Second Year.*

Abbott's "How to Write Clearly."

Selections from Addison's Spectator.

Hill's Rhetoric.

Hales's Longer English Poems.

#### *Third Year.*

Trevelyan's Selections from Macaulay.

Shakespeare and Milton; selections in the Clarendon Press Series (or any equivalent selections which may be recommended by the Board of Supervisors).

Hales's Poems.

#### *Second and Third Years.*

<sup>1</sup>Macaulay's Essays.

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<sup>1</sup> Such selections as may be authorized by the Committee on High Schools.

<sup>2</sup> IN SCHOOL COMMITTEE, Sept. 24, 1878.

*Ordered*, That the High Schools be allowed to use any text-books in English now owned by the city, as supplementary reading matter to that now prescribed.

*First, Second, and Third Years.*

Worcester's Comprehensive Dictionary.

FRENCH.

*First, Second, and Third Years.*

Keetel's Elementary Grammar.

Spiers and Surenné's Dictionary (octavo).

*First and Third Years.*

Joyues' Otto's French Reader.

*Second Year.*

Saintine. Picciola.

Eckmann-Chatrian. Le Conscriit de 1813.

“ “ Madame Thérèse.

Bôcher's College Series of French Plays.

Souvestre. Au Coin du Feu.

*Third Year.*

Taine. Notes sur l'Angleterre.

Lacombe. La Petite Histoire du Peuple Français.

Bôcher's College Series of French Plays.

Herrig's La France Littéraire.

GERMAN.

*First Year.*

Otto's Grammar, for pupils beginning German the first year.

Whitney's Grammar, for pupils beginning German the third year.

*First and Third Years.*

Storme's Easy German Reader.

Whitney's German Reader.

*Second Year.*

Schiller's William Tell.

Müller's College Plays.

Whitney's German Reader.

*Third Year.*

Goethe's Hermann und Dorothea.

Goethe's Prose.

*First, Second, and Third Years.*

Köhler's German Dictionary.

## LATIN.

*First, Second, and Third Years.*

Allen & Greenough's Latin Grammar, for use only in the Roxbury, West Roxbury, and Brighton High schools.

Harkness's Latin Grammar, for use only in the English High, Girls' High, Dorchester High, and Charlestown High schools.

*First and Third Years.*

Allen's New Latin Method, for use only in the Roxbury, West Roxbury, and Brighton High schools.

Harkness's New Latin Reader, for use only in the English High, Girls' High, Dorchester High, and Charlestown High schools.



*First, Second, and Third Years.*

Latin School series, I. and II.

*Third Year.*

Virgil, any edition approved by the Committee on Text-books.

## HISTORY.

*First, Second, and Third Years.*

Swinton's Outlines of the World's History.

*Third Year.*

Martin's Civil Government.

MATHEMATICS.<sup>1</sup>*First Year.*

Bradbury's Eaton's Algebra.

*Second and Third Years.*

Bradbury's Elementary Geometry, or  
Chauvenet's Geometry.

*Second Year.*

Bradbury's Elementary Trigonometry, or  
Greenleaf's Trigonometry.

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<sup>1</sup> NOTE. — One set of apparatus for illustrating the Metric System is allowed each High School, at an expenso not exceeding \$15.00 for each school.

## PHYSICS.

*Second and Third Years.*

Norton's Natural Philosophy.

## ASTRONOMY.

*Third Year.*

Kiddle's Astronomy.

## CHEMISTRY.

*Third Year.*Eliot & Storer's Elementary Manual of Chemistry, edited by  
Nichols.

## BOTANY.

*First and Third Years.*

Gray's School and Field Book of Botany.

## ZOÖLOGY.

*Second and Third Years.*

Morse's Zoölogy.

## PHYSIOLOGY.

*Third Year.*

Hutchison's Physiology.

MUSIC.

*First, Second, and Third Years.*

Eichberg's High School Music Reader.

DRAWING.

*First, Second, and Third Years.*

American Text-books of Art Education.

**“Advanced” Classes of the English High and Girls’  
High Schools.**

**ENGLISH HIGH SCHOOL.**

**LATIN.**

Harkness’s Latin Grammar.

Harkness’s New Latin Reader.

**FRENCH.**

Corneille’s Cid.

**GERMAN.**

Goethe’s Faust.

Hermann und Dorothea.

Schiller’s William Tell.

**MATHEMATICS.**

Greenleaf’s Trigonometry.

Loomis’s Navigation.

Peck’s Analytical Geometry.

**CHEMISTRY.**

Eliot and Storer’s Qualitative Analysis.

**PHYSICS.**

Ganot’s Physics.

Peck’s Mechanics.

## GIRLS' HIGH SCHOOL.

## ENGLISH.

Selections from Chaucer, from Shakespeare, and from Milton.

## FRENCH.

Herrig's *La France Littéraire*.

## LATIN.

Cicero, Virgil and Horace (any edition).

## MATHEMATICS.

Bradbury's *Elementary Geometry and Trigonometry*.

## CHEMISTRY.

Hill's *Lecture Notes on Qualitative Analysis*.

## ASTRONOMY.

Kiddle's *Astronomy*.

## PSYCHOLOGY.

Noah Porter's *Elements of Intellectual Science*.  
Peabody's *Moral Philosophy*.

## LATIN SCHOOL TEXT-BOOKS.

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### LATIN.

Andrews' Lexicon.

White's Abridged Lexicon.

Harkness's Grammar.

“ Prose Composition.

“ Reader.

Smith's Principia Latina, Part II.

Latin School Series, Vol. I. : Phædrus, Justin, and Nepos.

Harkness's Cæsar.

Greenough's Catiline of Sallust.

Latin School Series, Vol. II. : Ovid, Curtius, and Cicero.

Greenough's Ovid.

“ Virgil.

“ or Harkness's Orations of Cicero.

### GREEK.

Liddell & Scott's Lexicon.

Goodwin's Grammar.

White's Lessons.

Jones's Prose Composition.

Goodwin's Reader.

The Anabasis of Xenophon.

Boise's Homer's Iliad.

## ENGLISH.

Soule's Hand-book of Pronunciation.

Hill's General Rules for Punctuation.

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Hawthorne's Wonder Book.

“ Tanglewood Tales.

Cox's Tales of Ancient Greece.

Bulfinch's Age of Fable.

Plutarch's Lives of Famous Greeks and Romans.

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The Crofton Boys, by Harriet Martineau.

Tom Brown's School Days at Rugby, by Thomas Hughes.

Two years before the Mast, by Richard H. Dana, Jr.

Robinson Crusoe, by DeFoe.

One of Scott's novels.

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Three plays of Shakespeare.

Selections from the poems of

Milton.

Pope.

Gray.

Goldsmith.

Wordsworth.

Scott.

Campbell.

Byron.

Macaulay (The Lays of Ancient Rome).

Tennyson.

Lowell.

Holmes.

Whittier.

Longfellow.

Bryant.



Selections from the essays of

Addison.

Steele.

Selections from the works of

Prescott.

Irving.

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A few orations or speeches of

Burke.

Pitt.

Fox.

Webster.

Everett.

Sumner.

#### FRENCH.

Spiers and Surenne's French Dictionary (octavo).

Keetels' French Grammars, Elementary and Analytical.

Contes des Fées, par Perrault.

Jean qui grogne, par Mme. de Ségur.

Jeanne d'Arc, par Michelet.

Robinson Suisse, par Wyss.

Batavia, par Conscience.

Voltaire's History of Charles XII.

Duruy's or Guizot's History of France.

Selections from the Works of Sainte-Beuve.

Selections from Taine's English Literature.

#### GERMAN.

Whitney's Grammar.

Whitney's Reader.

#### HISTORY.

Higginson's Young Folks' History of the U. S.

Smith's Smaller History of Rome.

“ “ “ “ Greece.

Long's Classical Atlas.

## GEOGRAPHY.

Geikie's Primer of Physical Geography.  
Warren's Common School Geography.

## PHYSIOLOGY.

Macé's History of a Mouthful of Bread.  
Foster's Physiology ; Science Primer.

## BOTANY.

Gray's How Plants Grow.  
" School and Field Book of Botany.  
Apgar's Plant Analysis.

## ZOÖLOGY.

Morse's Zoölogy.  
Agassiz's Sea-side Studies.

## MATHEMATICS.

Eaton's Common School Arithmetic.  
" High " "  
Tower's Intellectual Algebra.  
Bradbury's Eaton's Algebra.  
Hill's First Lessons in Geometry.  
Lowell's Science of Form.  
Peiree's Plane and Solid Geometry, *or* Chauvenet's  
Geometry.

## DRAWING.

Walter Smith's American Text-books of Art Education.

## MUSIC.

Eichberg's High School Music Reader.

## NORMAL SCHOOL TEXT-BOOKS.

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The text-books used in this school shall be such of the text-books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

## REFERENCE BOOKS

FOR PRIMARY AND GRAMMAR SCHOOLS.

Adopted Jan. 23, 1877 (page 12, Minutes 1877.)

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PRIMARY SCHOOLS.

Worcester's Comprehensive Dictionary.  
National Music Teacher.  
Walter Smith's Teachers' Manual of Freehand Drawing.  
Monroe's Vocal Gymnastics.

## GRAMMAR SCHOOLS.

Johnson's Atlas.  
Flammarion's Atmosphere.  
Martin's Civil Government.  
Appleton's American Encyclopædia, or Johnson's Encyclopædia.  
Chambers's Cyclopædia.  
Chambers's Cyclopædia of English Literature.  
Anthon's Classical Dictionary.  
Webster's Quarto Unabridged Dictionary.  
Webster's National Pictorial Dictionary.  
Worcester's Quarto Unabridged Dictionary.  
Thomas's Dictionary of Biography and Mythology.  
Guyot's Earth and Man.  
Reclus's Earth.  
Lossing's Field Book of the Revolution.  
Goold Brown's Grammar of English Grammars.

Lippincott's Gazetteer.

Bancroft's History of the United States.

Palfrey's History of New England.

Shurtleff's Topographical History of Boston.

Weber's Universal History.

Reclus's Ocean.

Wilson's Punctuation.

Frothingham's Rise of the Republic.

Frothingham's Siege of Boston.

Hawes's Synchronology of Ancient and Modern History.

Philbrick's Union Speaker.

#### MAPS AND GLOBES.

Cutter's Physiological Charts.

Cornell's Series Maps.

} Not exceeding one set  
Guyot's Series, Maps Nos. 1, 2, 3. } to each floor.

Joslyn's 15-inch Terrestrial Globe, on Tripod (one for each Grammar School).

9-inch Hand-Globe, Loring's Magnetic (one for each Grammar School-room).

## COURSES OF STUDY.

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### PRIMARY SCHOOLS.

#### SIXTH CLASS.

*Language, one and one-half hours a week.* Oral lessons. Purpose, — to accustom pupils to express what they know in sentences. Material, — reading lessons, pictures, plants, and animals, or whatever the ingenuity of the teacher may suggest.

*Oral Instruction, two and one-half hours a week.* Simple conversational studies of familiar plants, animals, and things; to distinguish *form, color, and prominent qualities.*

Simple poetry recited (throughout the course).

*Reading and Spelling, ten hours a week.* Reading from black-board, chart, and a Reader of a proper grade.

*Writing, one and two-thirds hours a week.* A few of the simplest script letters, viz., *i, u, n, m, t, d, e, o,* etc. Short, easy words, names of familiar objects, combining the letters learned. Arabic figures.

*Arithmetic, two hours a week.* Numbers from 1 to 10. 1. Adding and subtracting. 2. Arabic figures. 3. Ordinal numbers.

*Drawing, two hours a week.* (Regulations, Chap. XXVIII.) Names, positions, and relationship of straight lines. Combinations of lines to make

figures. Their division into equal parts. Drawing from memory and dictation of lines in defined positions. Combinations and arrangements of points and short lines in geometric forms. Ruling lines of given length. Measuring length of given lines. Black-board. Slates.

*Music, one hour a week.* (Regulations, Chap. XXIX.) First fourteen pages of First National Music Reader by rote. Scales by numerals and syllables. Position of body and formation of sounds.

*Physical Exercises, fifty minutes a week.* Not less than twice each session, some simple, pleasing exercise in concert.

*Recreation, one half-hour a week.*

#### FIFTH CLASS.

*Language, one and one-half hours a week.* Same as in Class VI.

*Oral Instruction, two and one-half hours a week.* Same as in Class VI., with new material. Simple talks about the human body and hygiene. In connection with number lessons, — coins from one to ten cents.

*Reading and Spelling, ten hours a week.* Reading from a Reader of a proper grade. Spelling by sound and by letter some easy, common words from the reading lessons.

*Writing, one and two-thirds hours a week.* All the small script letters, — combined into words as in Class VI. Arabic figures.

*Arithmetic, two hours a week.* Numbers from 1 to 10. 1. Multiplying and dividing, with results in



figures. 2. Relations of numbers from 1 to 10. (See subjects for "Oral Instruction.")

*Drawing, two hours a week.* Curved lines explained. The simple curve. Combination of curved with straight lines. Illustrate plane geometric definitions of lines and figures by rule and measure. Simple forms from memory and dictation. Rearrangements of exercises in design. Black-board. Slates.

*Music, one hour a week.* Notation. Time, beating time, and signs of expression. Practice in writing characters used in music. Rote-songs at option of teacher. Chart No. 2.

*Physical Exercises, fifty minutes a week.* Same as in Class VI.

*Recreation, one half-hour a week.*

#### FOURTH CLASS.

*Language, two hours a week.* Same as in preceding classes.

*Oral Instruction, two and two-thirds hours a week.* Same as before, introducing, freely, comparisons between like and unlike; and studying less familiar plants, animals, and things. With number lessons, — pint, quart, gallon; quart, peck, bushel.

*Reading and Spelling, eight hours a week.* Reading from a Reader of a proper grade. Supplementary reading. Spelling, by sound and by letter, words from the reading lessons and other familiar words.

*Writing, two hours a week.* Capitals and small letters; short, easy words; names of pleasing, familiar objects; pupil's name.

*Arithmetic, two and one-half hours a week. Numbers from 1 to 20.* 1. Combinations of ten with numbers smaller than ten. 2. Adding, subtracting, multiplying, and dividing, with results in figures. 3. Relations of numbers from 1 to 20. 4. Roman numerals to XX. 5. Meter and decimeter.

*Drawing, two hours a week.* Curved lines explained. The compound curve. Outlines of vases and pitchers, illustrating compound curves. Arranging simple leaves to fill geometric forms by repetition. Symmetry, or balance of parts, explained. Definitions of regular plane forms in words and by illustrations. Dictation and memory. Black-board. Slates.

*Music, one hour a week.* Review, and advance to end of Chart No. 12. Rote songs, pages 15, 16, and 17. Writing of notes of different values, and combining them into measures.

*Physical Exercises, fifty minutes a week.* Same as in Classes V. and VI.

*Recreation, one-half hour a week.*

*Miscellaneous, one-half hour a week.*

#### THIRD CLASS.

*Language, two hours a week.* Oral exercises as in preceding lessons. Pupils to write the sentences made in their oral exercises so far as they are able.

*Oral Instruction, two and two-thirds hours a week.* Same as before. Grouping of animals by habits, traits, and structure; and of objects by form and qualities. Lessons in size and distance by simple measurements, — inch, foot, yard.

*Reading and Spelling, eight hours a week.* Reading from a Reader of a proper grade. Supple-

mentary reading. Spelling as before, written and oral.

*Writing, two hours a week.* Letters, words, and short, simple sentences; the proper use of capitals. Roman numerals.

*Arithmetic, two and one-half hours a week.* *Numbers from 1 to 100.* 1. Combinations of tens, and of tens with smaller numbers. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 50, with results in figures. 3. Relations of numbers from 1 to 50. 4. Roman numerals to L. 5. Square and cubic decimeter.

*Drawing, two hours a week.* Review work of previous classes. Proportion and size. Testing accuracy by scale. Designing new combinations of old forms. Symmetry and repetition further illustrated. Enlarging from cards. Reducing from black-board. Black-board and slates.

*Music, one hour a week.* Review, and advance to end of Chart No. 15. Exercise upon sounds of the scale by numerals, syllables, and pitch names. Rote songs. Writing scale degrees under dictation.

*Physical Exercises, fifty minutes a week.* Same as in preceding classes.

*Recreation, one-half hour a week.*

*Miscellaneous, one-half hour a week.*

#### SECOND CLASS.

*Language, two hours a week.* Same as in Class III.

*Oral Instruction, two and two-thirds hours a week.* Observation of less obvious qualities of objects; tints and shades of color.

Study of strange animals from pictures, to infer mode of life from structure or structure from mode of life.

Simple lessons on weights and divisions of time.

Talks about the human body and hygiene, continued.

Fables, anecdotes.

*Reading and Spelling, seven hours a week.* Reading from a Reader of a proper grade. Supplementary reading. Spelling as before.

*Writing, two hours a week.* Letters, words, and sentences from dictation and from the black-board.

Sentences made in the language lessons to be used for writing exercises.

*Arithmetic, three and one-half hours a week.*

*Numbers from 1 to 100.* 1. Adding, subtracting, multiplying, and dividing, with results in figures. 2. Relations of numbers from 1 to 100. 3. Roman numerals to C. 4. Liter and dekaliter, dekameter.

*Drawing, two hours a week.* Drawing on paper in books. Review the work of Classes V. and VI., on paper. Even quality of lines. Subjects of lessons in previous classes repeated in regular order.

*Music, one hour a week.* Review, and advance to end of No. 20. Scale-practice by singing and writing. Rote songs.

*Physical Exercises, fifty minutes a week.* Twice in the forenoon and once in the afternoon.

*Recreation, one-half hour a week.*

*Miscellaneous, one-half hour a week.*

## FIRST CLASS.

*Language, two hours a week.* Same as in Classes II. and III.

*Oral Instruction, two and two-thirds hours a week.* Work of Class II. continued. Complementary colors. Harmonies of colors. Plants and animals gathered into families. Vegetable, animal, and mineral products distinguished. Observation of the qualities and mechanism of things as adapted to their use.

*Reading and Spelling, seven hours a week.* Reading from a Reader of a proper grade. Supplementary reading. Spelling as before.

*Writing, two hours a week.* Words and sentences. Sentences used in language lessons will furnish material for exercises. The proper form of dating, addressing, and signing a letter; also the correct method of superscribing an envelope.

*Arithmetic, three and one-half hours a week.* *Numbers from 1 to 1000.* 1. Combinations of hundreds, and of hundreds with smaller numbers. 2. Adding, subtracting, multiplying, and dividing numbers from 1 to 144, with results in figures. 3. Relations of numbers from 1 to 144. 4. Adding and subtracting, multiplying and dividing numbers from 144 to 1000, no multiplier or divisor larger than ten being used. 5. Roman numerals. 6. Centimeter, gram, and kilogram.

*Drawing, two hours a week.* Drawing on paper in books. Review the work of Classes IV. and III. on paper. [For further description see programme of instruction issued annually.]

*Music, one hour a week.* Charts from 21 to 36,

inclusive. Rote songs. Writing of scales in different keys.

*Physical Exercises, fifty minutes a week.* Same as in Class II.

*Recreation, one-half hour a week.*

*Miscellaneous, one-half hour a week.*

[NOTE. — Opening exercises, one-half hour a week. Recesses, two and one-half hours a week.]

### GRAMMAR SCHOOLS.

#### SIXTH CLASS.

*Language, three hours a week.* Oral and written exercises in the use of language as the expression of thought. Exercises the same in kind as those of the Primary School, adapted to the capacity of pupils of this class. Letter-writing.

*Oral Instruction, two and one-half hours a week.* Elementary studies in natural history. Plants — May to November. Animals — November to May. Qualities and properties of objects. Talks about trades, occupations, and articles of commerce. Poetry recited.

*Reading and Spelling, six hours a week.* Reading from a Reader of a proper grade. Supplementary reading throughout the course. Spelling from the reading, and other lessons, chiefly written exercises.

*Writing, two hours a week.* Two books each half year. Blank books at alternate lessons.

*Arithmetic, four hours a week.* 1. Combination of thousands; writing and reading integers. 2. Relations of tenths, hundredths, and thousandths to units; writing and reading decimals to thousandths. 3. Addition and subtraction of integers to millions;

of decimals to thousandths; and of U.S. money. 4. The units of U.S. money, with their relations to one another; also of liquid and dry measure. Oral exercises with simple numbers, to precede and accompany written arithmetic.

*Geography, two hours a week.* Oral lessons, with the use of the globe and maps, as soon as the class is prepared for them.

*Drawing, one and one-half hours a week.* (Regulations. Chap. XXVIII.) Drawing on paper in books. Review lines, angles, and figures on large scale. Division of lines into equal and unequal parts. Figures inscribed within, and described about figures. Elementary design. Dictation and memory. Proportion of parts to whole design.

*Music, one hour a week.* (Regulations. Chap. XXIX.) Music Charts (Second Series). Exercises and songs in the first twenty pages of charts, and in the first thirty-three pages of Second Music Reader. Continued practice in writing.

#### FIFTH CLASS.

*Language, three hours a week.* Same as in Class VI.

*Oral Instruction, two and one-half hours a week.* Subjects of Class VI. continued. Talks about common phenomena. Stories. Anecdotes. Poetry recited.

*Reading and Spelling, six hours a week.* Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

*Writing, two hours a week.* Two books each half-year. Blank books at alternate lessons.

*Arithmetic, four hours a week.* 1. Multiplication



and division of integers; of decimals and of U.S. money. 2. The units of avoirdupois weight and of troy weight, with their relations. Oral exercises.

*Geography, two hours a week.* Oral lessons continued, with such use of the text-book and such map drawing as is appropriate.

*Drawing, one and one-half hours a week.* Drawing on paper in books. Tangency of curved with curved, and curved with straight lines. Review compound and simple curves on large scale. Abstract curve. Details of historical ornament. Conventionalism explained and illustrated. Repetition on an axis and around a centre. Geometric views of objects. Dictation and memory. Elementary design, with conventional leaves. Geometrical drawing with compasses. Definitions and eight problems.

*Music, one hour a week.* Charts from No. 21 to 40, inclusive. Chromatic scale, both in singing and writing. Songs at option of teacher. Rules of breathing.

#### FOURTH CLASS.

*Language, three hours a week.* Same as in Classes V. and VI.

*Oral Instruction, two and one-half hours a week.* Elementary natural history continued. Common metals and minerals. Useful woods. Stories from mythology and ancient history. Poetry and prose recited.

*Reading and Spelling, five hours a week.* Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

*Writing, two hours a week.* Two books each half year. Blank books at alternate lessons.

*Arithmetic, four hours a week.* 1. Factors, measures, and multiples. 2. Common fractions. 3. The units of long, square, and solid measure, with their relations. 4. Decimal fractions reviewed and completed. Oral exercises.

*Geography, three hours a week.* Study of the earth as a globe, with reference to form, motions, parallels, meridians, zones (with their characteristics), winds, currents, and the life of man as varied by climate and civilization. The physical features of the grand divisions studied and compared; with map-drawing.

*Drawing, one and one-half hours a week.* Drawing on paper in books. Filling of geometric shapes with conventional ornament. Details of historical ornament, unsymmetrical. Abstract curves based on the spiral. Conventional leaves. Objects in profile. Dictation and memory. Elementary design. Processes of mechanical repetition. Geometrical drawing with compasses. Problems 9 to 44.

*Music, one hour a week.* Charts (Third Series), scale and staff intervals. Singing in different keys up to three sharps and four flats. Practice of the first twenty numbers in charts, and first twenty-two pages of Third Reader.

#### THIRD CLASS.

*Language, three hours a week.* Same continued. Grammar begun. The parts of speech; analysis of simple sentences.

*Oral Instruction, two hours a week.* Elementary natural history continued. Physiology begun. Stories of life in the middle ages. Poetry and prose recited.

*Reading and Spelling, three hours a week.* Read-

ing from a Reader of a proper grade, or its equivalent. Spelling as before.

*Writing, one and one-half hours a week.* Two books each half year. Blank books at alternate lessons.

*Arithmetic, four hours a week.* 1. Metric System. 2. Percentage. (a) Simple Interest. (b) Discount. Oral exercises.

*Geography, two and one-half hours a week.* Physical and political geography of the countries of the grand divisions begun; with map-drawing.

*History, two and one-half hours a week.* United States history to July 4, 1776.

*Physics, one hour a week.* Outlines of physics, to be taught as far as practicable by the experimental method.

*Drawing, one and one-half hours a week.* Drawing on paper in books. Horizontal, vertical, and central repetition compared. Details of historical ornament. Common objects. Enlargement and reduction of ornamental details. Symmetry of unsymmetrical lines. Elementary design, from historic details. Dictation, memory, and design, combined in single lesson. Geometrical drawing with compasses. Problems 45 to 73.

*Music, one hour a week.* Charts. Reverse Charts of Third Series, to be completed. Songs in various keys. Transposition from one key to another. Vocal culture continued.

#### SECOND CLASS.

*Language, three hours a week.* Exercises in writing continued. Business letters. Grammar. The subdivisions of the parts of speech. The inflexions of nouns, pronouns, verbs, adjectives, and adverbs.

Analysis of easy complex and compound sentences. The rules of syntax illustrated by familiar examples.

*Oral Instruction, two hours a week.* Physiology. Biographical and historical sketches. Poetry and prose recited.

*Reading and Spelling, three hours a week.* Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

*Writing, one hour a week.* One book each half-year. Blank book alternately.

*Arithmetic, four hours a week.* 1. Percentage continued. (a) Commission and other simple applications. (b) Profit and loss. (c) Partial payments. (d) Compound interest. 2. Ratio and proportion. 3. Compound numbers completed. Oral exercises.

*Geography, two and one-half hours a week.* Physical and political geography of the countries of the grand divisions completed; with map-drawing.

*History, three hours a week.* United States history completed and reviewed.

*Physics, one hour a week.* Outlines of physics continued.

*Drawing, one and one-half hours a week.* Drawing on paper in books. Historical objects. Subtlety of curvature. Elementary design from given subjects. Enlargement and reversing of objects. Model and object drawing; 1st, from copy; 2d, from object. The ellipse, perspective of the circle. Regular forms, and irregular natural forms based on them. Geometric basis of objects of use. The cone and cylinder, and objects based on them. The sphere, spheroid, and ovoid, and objects based on them.

*Music, one hour a week.* Fourth Music Reader. Solfeggios from page 50 to 78. Also, Triad Exercises from page 79 to 84. Frequent change of parts. Songs at option, but with exclusion of rote-singing. Continuation of writing exercises and transposition.

FIRST CLASS.

*Language, three hours a week*, first half year. *Three and one-half hours a week*, second half year. Exercises in writing as in the preceding classes, with the application of grammar to ordinary English.

*Oral Instruction, one hour a week.* Conversational lessons on topics and allusions connected with the studies. One hour a week, declamation or recitation.

*Reading and Spelling, two and one half hours a week.* Reading from a Reader of a proper grade, or its equivalent. Spelling as before.

*Writing, one hour a week.* Commercial and miscellaneous forms. Blank book alternately.

*Arithmetic, three and one-half hours a week*, first half year. Four hours a week, second half year. 1. Powers of numbers. 2. Square root and its common applications. 3. Mensuration. 4. Reviews. [After completing the reviews, — cube root and its applications, equation of payments, and exchange may be studied.] Oral exercises.

*Geography, three hours a week*, first half year. General reviews. Astronomical and physical phenomena, and political and commercial relations more carefully studied. Maps of the grand divisions, of the United States, and of Great Britain, drawn from memory.

*History and Civil Government, three hours a week.* History of England. Constitution of United States, and of Massachusetts.

*Physics, one and one-half hours a week.* Outlines of physics continued.

*Book-keeping, two hours a week, second half year.* Single entry; day book, cash book, and ledger to be kept. Practice in the use of common business forms.

*Drawing, one and one-half hours a week.* Drawing on paper in books. Elaborate details of historic ornament compared. Natural foliage, copied with pen and ink. Elementary design from given subjects in given shapes. Half tinting. Memory drawing of designs. Model and object drawing; 1st, from copy; 2d, from object. The perspective of parallel lines in rectangular objects. Cube, prisms, and pyramids, and objects based on them. Botanical analysis of plants for designs.

*Music, one hour a week.* Fourth Music Reader. Solfeggios from page 50 to 78. Also, Triad Exercises from page 79 to 84. Frequent change of parts. Songs at option, but with exclusion of rote-singing. Continuation of writing exercises and transposition.

NOTE. — Physical exercises, fifty minutes a week. Every class to practice in concert proper physical exercises not less than five minutes each session. (Regulations. Sect. 234.) Sewing, two hours a week for girls. (Regulations. Sect. 235.) Opening exercises, half hour a week. Recesses, one hour forty minutes a week.

## HIGH SCHOOLS.

(See Note a.)

## FIRST YEAR.

*English and History.* — *Five hours till March 1st. Three hours after March 1st.* 1. English: (1) Brief accounts of certain authors, with the study of some of their best works. (2) Reading aloud, reciting or speaking selections in prose and poetry from the authors. (3) Elementary exercises in writing English, including practical applications of Grammar. 2. Ancient History.

*Foreign Language.* — *Five hours till March 1st, and three hours after March 1st.* Latin, or French, or German. *See note b.*

*Mathematics.* — *Five hours.* 1. Algebra (four hours). 2. Principles of Arithmetic, with practical instruction in the Metric System (one hour). *See note d.*

*Natural and Physical Sciences.* — *Four hours after March 1st.* Botany.

## SECOND YEAR.

*English and History.* — *Four hours.* 1. English: (1) Brief accounts of authors, etc., as in first year. (2) Reading aloud, etc., as in first year. (3) Principles of Rhetoric and their application to writing English, with exercises to increase the vocabulary. 2. Mediæval History. 3. Modern History begun.

*Foreign Language.* — *Three hours.* The same language, continued.

*Mathematics.* — *Five hours a week.*

1. Shorter Course (to be completed in second year):—Plane Geometry and Plane Trigonometry,



with simple applications; also, the properties and mensuration of certain solids (*four hours*). *See notes b, e (1), and f;*

or,

1. Longer Course (to be continued in third year): Plane Geometry and Plane Trigonometry (*four hours*). *See note e (2), (3).*

2. Book-keeping by Double Entry with Commercial Arithmetic [or Zoölogy] (*one hour*).

*Natural and Physical Science.* — *Three hours.* Physics (*three hours*). Zoölogy, including Human Anatomy and Physiology [in place of Book-keeping] (*one hour*). *See notes b and f.*

#### THIRD YEAR.

*English and History.* — *Five hours.* 1. English: (1) Selections from Milton and Shakespeare studied critically. (2) Reading aloud, etç., as before. (3) Writing Essays. 2. Modern History. 3. Civil Government.

*Foreign Language.* — *Four hours* [*with Mathematics or Natural Science (two hours)*].

Either the language studied two years to be continued (*one hour*); and Latin, French, or German, begun (*three hours*).

Or the language begun (*four hours*);

or,

*Foreign Language.* — *Six hours.* The language studied two years to be continued (*three hours*). Latin, French, or German, begun (*three hours*).

*Mathematics* [or *Natural Science*]. — *Two hours* [*with Foreign Language, four hours*]. Solid Geometry and Mensuration. *See note e (3).*

*Natural and Physical Science.* — *Five hours.*

1. Physics (continued) (*two hours*). 2. Chemistry (*two hours*). *See note c.* 3. Descriptive Astronomy (*one hour*). Zoölogy [*in place of Mathematics*] continued till March 1; and Botany (continued from first year) after March 1 (*two hours*). *See note e (3).*

NOTE *a.* The number of sessions a week is five; the number of hours a session, five; and the average length of an "hour" for class exercises or study is about fifty minutes. Of the twenty-five school hours in a week, one hour is to be given to Music; two hours to Military Drill for the boys and to Calisthenics for the girls; five hours (one each day) in the first and second years, and four hours in the third year, to study; fifteen hours in the first and second years, and sixteen hours in the third year, to English, Foreign Languages, History, Natural and Physical Science, and Mathematics.

NOTE *b.* The choice of the study must be subject to the approval of the principal.

NOTE *c.* Another hour, usually given to study, may be used in the Chemical Laboratory.

NOTE *d.* The study of Arithmetic is, so far as practicable, to be united with the study of Algebra.

NOTE *e.* (1) Those pupils that elect the shorter course in Mathematics will complete it during the second year, and may take either Book-keeping or Zoölogy. If they elect Natural Science, they will give to it two hours during the third year; and the whole time assigned to a foreign language may be given to the language begun the third year; or the language already studied two years may be continued one hour a week.

(2) Those pupils that elect the longer course in Mathematics may, at the close of the second year, drop the language studied two years, and give four hours a week to the language begun the third year, or continue the language already studied, one hour a week.

(3) Pupils pursuing for the third year either Mathematics or Natural Science can, with the consent of the principal, give extra time to the language already pursued two years.

NOTE *f*. Pupils intending to pursue the shorter course in Mathematics, or to enter the Normal School, are advised to elect Zoölogy.

#### PUBLIC LATIN SCHOOL.

##### FIRST YEAR.

*Latin*. — 1. Forms. 2. Translating into English easy Latin sentences and the Reader. 3. Vocabulary and turning English into Latin (sentences like those in the Reader).

*English*. — 1. Reading aloud from (1) Hawthorne's Wonder Book and Tanglewood Tales, and G. W. Cox's Tales of Ancient Greece; (2) Harriet Martineau's Crofton Boys; (3) Scott's and Holmes's poems. 2. Recitation of poems selected from Scott and Holmes. 3. Exercises to secure (1) correct enunciation, (2) distinct articulation, (3) right accent. 4. Spelling words in common use and in the reading lessons. 5. Writing from dictation with special attention to (1) capitals, (2) punctuation, (3) paragraphs, and (4) the correct forms of nouns and pronouns to express gender, number, and case.

*History*. — (Reading Tales of Ancient Greece. [See "English."])

*Geography*, to end as early as March 31. — 1. Geikie's primer of physical geography (supplemented by oral instruction). 2. Principles of Mathematical Geography. 3. Explanation of geographical terms.

*Natural Science*, to begin as early as April 1. — Physiology: Macé's history of a mouthful of bread.

*Mathematics*. — Written arithmetic: 1. Review of the four fundamental rules. 2. Decimal and vulgar fractions. 3. Compound numbers (including the metric system). Mental arithmetic: parallel with the written.

Drawing. Music. Penmanship. Gymnastics and military drill.

#### SECOND YEAR.

*Latin*. — 1. Forms and syntax. 2. Viri Romæ. 3. Writing from dictation. 4. Vocabulary and turning English into Latin (sentences like those in Viri Romæ). 5. Recitation of Latin.

*English*. — 1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) Tom Brown's School days at Rugby, by Thomas Hughes; (3) Goldsmith's and Whittier's poems. 2. Recitation of poems selected from Goldsmith and Whittier. 3. Pronunciation (Soule's Hand-book). 4. Spelling words in the lessons in reading and geography. 5. Writing from dictation with special attention to (1) punctuation, (2) syllabication, (3) correct forms of adjectives and adverbs to express comparison, and of verbs to express voice, mood, tense, number, and person.

*History*. — (Reading lives of famous Greeks. [See "English."])

*Geography*, to end as early as March 31. — 1.

General physical features of the continents, with outline map-drawing. 2. Distribution of plants and animals, with their uses.

*Natural Sciences*, to begin as early as April 1. — Botany: Gray's "How Plants Grow."

*Mathematics*. — Written arithmetic: 1. Percentage. 2. Reckoning of time. 3. Simple and compound interest. Mental arithmetic: parallel with the written. Geometry: oral instruction in connection with the lessons in drawing to give the mind clear and distinct conception of form.

Drawing. Music. Penmanship. Gymnastics and military drill.

#### THIRD YEAR.

*Latin*. — 1. Forms and syntax. 2. Phædrus, and Justin's life of Alexander the Great. 3. Writing from dictation. 4. Vocabulary and turning English into Latin (sentences like those of Justin). 5. Recitation.

*English*. — 1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) Two Years Before the Mast, by Richard H. Dana, Jr.; (3) Byron's and Longfellow's poems. 2. Recitation of poems selected from Byron and Longfellow. 3. Exercises in elocution, with special attention to developing the voice. 4. Spelling words in the lessons in reading, geography, and natural science. 5. Writing from dictation, with special attention to (1) punctuation, (2) abbreviations, and (3) syntax (solecisms illustrated and corrected).

*French*. — 1. Forms and pronunciation. 2. At the outset, easy French translated into English, with help of teacher and dictionary (Contes des fées, par

Perrault; or Jean qui grogne, par Mme. de Ségur).  
3. Vocabulary and turning English into French.

*History.* — (Reading lives of famous Greeks. [See "English."])

*Geography*, to end as early as March 31. — Physical, political, and historical geography: (1) early condition of the inhabitants of the earth as to occupations and governments; (2) first steps in civilization; (3) study of Greece, Italy, Spain, and Portugal, Northern Africa, and the islands of the Mediterranean.

*Natural Sciences*, to begin as early as April 1. — Botany; Gray's "How Plants Grow." Reading of Gray's "How Plants Behave."

*Mathematics.* — Written arithmetic: 1. Discount and present worth, and "problems" in interest. 2. Profit and loss. 3. Partnership and other simple applications of the principles of percentage. Mental arithmetic: parallel with the written. Geometry: Hill's First Lessons, supplemented by oral instruction. (Drawing lessons kept in view.)

Drawing. Music. Penmanship. Gymnastics and military drill.

#### FOURTH YEAR.

*Latin.* — 1. Forms and syntax. 2. Nepos's life of Miltiades, Themistocles, Aristides, Alcibiades, Epaminondas, and Hannibal. 3. Translation of Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Nepos). 5. Recitation.

*English.* — Reading aloud (1) some of Plutarch's lives of famous Romans; (2) De Foe's Robinson Crusoe; (3) Macaulay's Lays of Ancient Rome, Campbell's and J. R. Lowell's poems. 2. Recitation of Macaulay's "Lays" and of selections from Campbell's

and J. R. Lowell's poems. 3. Exercises in elocution with a special attention to improving the quality of the voice. 4. Spelling words in the lessons in reading, geography, natural science, and history. 5. (1) Punctuation (A. S. Hill's Rules). (2) Writing abstracts of Plutarch's lives (abstracts to be criticised by the teacher and corrected by the pupil).

*French.* — 1. Forms, pronunciation, and syntax. 2. Translation into English (Robinson Suisse, par Wyss; or, Batavia, par Conscience). 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

*History.* — History and Geography of Ancient Greece. (Reading lives of famous Romans. [See "English."])

*Geography,* to end as early as March 31. — (4) Study of France, Great Britain, Central and Northern Europe; (5) Study of Russia and Russian possessions in Asia; Middle Asia, China, Japan, and India; (6) the Ottoman Empire — except the part in North Africa.

*Natural Sciences,* to begin as early as April 1. — Zoölogy: Morse's Zoölogy.

*Mathematics.* Written arithmetic: — 1. Ratio, simple and compound proportion (same examples worked by analysis). 2. Evolution. 3. Involution: square and cube root, with easy applications. Mental Arithmetic: parallel with the written. Geometry: Lowell's Science of Form (first seventy pages or more).

Drawing. Music. Penmanship. Gymnastics and military drill.

#### FIFTH YEAR.

*Latin.* — 1. Forms, syntax, and prosody. 2.



Cæsar's Gallic War, I.-IV.; Ovid (2,000 lines). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cæsar). 5. Recitation.

*English.* — 1. Reading aloud (1) some of Plutarch's lives of famous Romans; (2) one of Scott's novels; (3) Gray's, Pope's, and Bryant's poems. 2. Recitation of poems selected from Gray, Pope, and Bryant. 3. Exercises in elocution, to secure natural and correct expression. 4. Spelling words in the lessons in reading, geography, natural science, and history. 5. Writing abstracts of Plutarch's lives (abstracts to be criticised and corrected).

*French.* — 1. Forms, pronunciation, and syntax. 2. Voltaire's History of Charles XII. 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

*History.* — History and geography of Ancient Rome. (Reading lives of famous Romans. [See "English."])

*Geography,* to end as early as March 31. — (7) Study of America (early settlements); (8) United States, and other countries of North America.

*Natural Sciences,* to begin as early as April 1. — Zoölogy: Morse's Zoölogy and Agassiz's Sea-side Studies (supplemented by oral instruction).

*Mathematics.* — Arithmetic: reviews and examples. Algebra: 1. Tower's intellectual. 2. Written Algebra, begun. Geometry: oral instruction, aiming to develop the power of discovering truths, and proving propositions. (No text-books allowed.)

Drawing. Gymnastics and military drill.

## SIXTH YEAR.

*Latin.* — 1. Forms, syntax, and prosody. 2. Ovid (2,000 lines); Sallust's Catiline. 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Sallust). 5. Recitation.

*Greek.* — 1. Forms and syntax. 2. Translating into English easy Greek sentences, and part of the Reader or of the Anabasis. 3. Vocabulary and turning English into Greek (sentences like those in the Reader or the Anabasis).

*English.* — 1. (1) Translating aloud Ovid and Sallust at the recitation in Latin; (2) reading through (but not aloud) a few speeches or orations of Webster and Fox, and reading from Prescott's and Irving's works; (3) also from Tennyson's and Wordsworth's poems. 2. Recitation of poems selected from Tennyson and Wordsworth. 3. Speaking pieces from Webster's and Fox's speeches or orations, and reading aloud extracts from Prescott's and Irving's works. 4. Good translations from Latin, written out with care, and, if necessary, re-written after correction.

*French.* — 1. Forms, pronunciation, and syntax. 2. Duruy's history or a part of Guizot's history of France. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

*History.* — History of Germany and France, with a review of their geography. [See "French."]

*Geography,* to end as early as March 31. — (9) Study of South America, West Indies, etc.; (10) Africa, except Northern; (11) Australia and Pacific islands. — Reviews.

*Natural Sciences*, to begin as early as April 1. — Botany: Gray's School and Field-Book.

*Mathematics*. — Arithmetic: 1. Reviews and examples. 2. Duodecimals. 3. Circulating decimals. 4. Series (also in algebra). Algebra: Written algebra finished and reviewed. Geometry: The first nine chapters of Pierce's, or their equivalent in Chauvenet's.

Gymnastics and military drill.

SEVENTH YEAR.

*Latin*. — 1. Forms, syntax, and prosody. 2. Virgil's *Æneid* I.–VI. and *Eclogues*. 3. Latin at sight. 4. Vocabulary and turning English into Latin. 5. Recitation.

*Greek*. — 1. Forms and syntax. 2. Translating a part of the Reader or of the *Anabasis*. 3. Writing from dictation. 4. Vocabulary and turning English into Greek (sentences like those in the Reader or the *Anabasis*).

*English*. — 1. (1) Translating aloud Virgil and Sainte-Beuve at the recitations in Latin and French; (2) reading through a few of Everett's and Pitt's speeches or orations, and reading from Addison's and Steele's essays; (3) selections from Milton, critically studied. 2. Recitation of selections from Milton. 3. Speaking pieces from Everett's and Pitt's speeches or orations, and reading aloud extracts from Addison's and Steele's essays. 4. Writing translations from French and Latin, and writing compositions on subjects read about.

*French*. — 1. Forms, pronunciation, and syntax. 2. Selections from Sainte-Beuve. 3. Reading French

at sight. 4. Vocabulary and turning English into French. 5. Recitation.

*German.* — 1. Grammar and exercises. 2. Translation. 3. Vocabulary and turning English into German.

*History.* — History of England, with a review of its geography.

*Mathematics.* — Arithmetic: 1. Reviews and more difficult examples. 2. Equation of payments. 3. Mensuration. Algebra: Reviews and examples; application of algebraic forms to arithmetic. Geometry: Plane geometry, finished and reviewed.

Gymnastics and military drill.

#### EIGHTH YEAR.

*Latin.* — 1. Forms and syntax. 2. Cicero (eight orations and Cato Major). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cicero). 5. Recitation.

*Greek.* — 1. Forms, syntax, and prosody. 2. Translation of the Reader or of the Anabasis, completed. 3. Homer (Iliad I.–III.). 4. Translation of Greek at sight. 5. Vocabulary and turning English into Greek (sentences like those in the Reader or the Anabasis). 6. Recitations.

*English.* — 1. (1) Translating aloud from the Greek, Latin, and French authors at the regular recitations; (2) reading through a few of Sumner's and Burke's speeches; (3) three plays of Shakespeare, carefully studied. 2. Recitation of selections from Shakespeare. 3. Speaking pieces from Sumner's and Burke's speeches. 4. Writing compositions.

*French.* — 1. Forms, pronunciation, and syntax. 2. Selections from Taine's English Literature. 3.

Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

*German.* — 1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

*History.* — 1. History of United States, with a review of its geography. 2. General review.

*Mathematics.* — 1. Logarithms and plane trigonometry; with examples in arithmetic, algebra, and geometry, during the first half of the year. 2. Mechanics; with examples applying arithmetic, algebra, geometry, and trigonometry, during the second half of the year.

Gymnastics and military drill.

N.B.— Two days of the week in the last half of the eighth year will be devoted to reviews and to practice on examination questions.

#### SUPPLEMENTARY STUDIES.

*Latin.* — 1. Livy (two books); Horace's Odes and Epodes; Cicero de Amicitia and de Republica. 2. Latin at sight. 3. Turning English into Latin. 4. Recitation.

*Greek.* — 1. Plato (Apology and Crito); Homer (Iliad IV.—VIII., or Odyssey IV. and IX. to XII.) Euripides (Alcestis). 2. Xenophon at sight. 3. Writing Greek. 4. Recitation.

*English.* — 1. (1) Translating aloud from the Greek, Latin, and French authors at the regular recitations; (2) translating a few of Cicero's Philippics; (3) the study of Shakespeare continued. 2. Recitations of selections from Shakespeare. 3. Speaking pieces from the translated Philippics of Cicero. 4. Writing compositions.

*French.* — Racine and Molière. 2. Reading French

at sight. 3. Vocabulary and turning English into French. 4. Recitation.

*German.* — 1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

*History.* — General history. Studied by periods.

*Natural Sciences*, to begin as early as April 1. — Physics: 1. Selections from astronomy. 2. Motions of liquids and gases. 3. Advanced mechanics (*i.e.*, beyond last year's limit).

*Mathematics.* — 1. Solid geometry. 2. Examples in navigation and surveying. 3. Plane and analytic geometry.

#### NORMAL SCHOOL.

The course of study in this school is arranged for one year, and is as follows: —

1. Mental and Moral Science and Logic.
2. Principles of Education, School Management, and Methods of Instruction.
3. Physiology and Hygiene.
4. Physics and Natural History, with reference to Objective Teaching.
5. Language: its history, acquisition, and analysis.
6. Grammar-School Studies, with reference to teaching.
7. Drawing, and its use as a means of illustration in teaching, and Vocal Music.
8. Observation and Practice in the Primary and Grammar Departments of the Training School.

It is expected that pupils of good ability and good health, who are constant in their attendance, and who devote themselves earnestly and exclusively to their school duties, will be able to complete this course in one year.

## PROGRAMME OF INSTRUCTION IN DRAWING.

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### *PRIMARY SCHOOLS.*

#### SIXTH CLASS.

Pupils are to be taught the names of lines, as straight or curved, distinguishing their several positions singly, as vertical or upright, horizontal or level, oblique or slanting; lines related to each other as parallel, at angles with one another as perpendicular, or square with obtuse and acute angles, the teacher using both the scientific and common names for lines and angles, which are always to be illustrated on the board by the teacher and on slates by the pupils, when the names are pronounced, or the lines and angles described by the teacher. The combination of three, four, or more lines to make figures, and the names of such figures and their parts, to be given as exercises, after the names of single lines and two related have been learned.

Dividing lines into two equal parts, and subdividing them, and drawing very simple forms, such as those on the earlier numbers of the first series of cards, or in the Primary Manual. Patterns or objects composed of straight lines, and illustrating the lines and their combinations already learned, should precede the drawing of curved lines. The filling of geometric forms, as squares, triangles, with points or short lines, or simple natural forms, such as leaves, arranged according to the pupil's own device, for recreation or amusement, as allowed in the Kindergarten system, to be permitted and encouraged.



Drawing from memory of forms previously drawn, and from dictation or oral description by the teacher, to be practised weekly.

The pupils should be taught how to rule a true straight line, that they may know what to strive after when trying to draw it by freehand.

#### FIFTH CLASS.

Reviewing the work done in the sixth class, the pupils will be taught to improve their handiwork by drawing straight lines more truly straight, the upright lines more vertical, and the level lines more horizontal than before. The curved line to be explained, as in Chap. III. of the Manual, and curved lines to be drawn singly and in combination with straight lines.

The definitions of the simpler geometric forms being recited by the teacher, the pupils are to draw the forms without a copy. Sometimes the pupils are to work entirely without mechanical help; but in other lessons, such as drawing the illustrations to geometric definitions, all the lines should be sometimes ruled and measured, and at other times be drawn entirely by freehand, variety in execution being here better than uniformity.

#### FOURTH CLASS.

Review the exercises of the two previous classes, increasing the rapidity of the work. The drawings made from black-board and cards should be as large as the slate will allow, leaving a margin of from half an inch to one inch around the edges of the slate.

The simpler forms of leaves and compound curves to be drawn; the first being then applied in filling squares and triangles, for designing exercises; the

second to form the outlines of vases and pitchers, as described in Chap. 5 of the Manual.

#### THIRD CLASS.

The pupils, on entering the third class, should be able to describe the simpler geometric forms, either in common language or by giving the accepted definition, and also draw the illustrations to them fairly well. The second series of cards should be finished in this class, either by enlargement from the cards or reduction from the teacher's drawing on the black-board.

NOTE. — The practice of drawing in the four lower classes of Primary Schools is to awaken thought and give ideas about form, rather than to produce skill in expressing form. It is not well to urge the pupils too much in the direction of making very good lines or very perfect shapes, but rather to impress them with the distinction between different forms, appealing through the eye to the mind and memory. The greater the variety of the exercises the better, and if half an hour be too long for a lesson a quarter of an hour or twenty minutes may be found suitable; the time devoted to drawing being two hours per week, may thus be given in either four, six, or eight lessons.

In all the classes the pupils must be taught both to rule good lines as well as to draw without the use of the ruler, though the standard of results expected should be much higher in the case of a square made by use of the ruler and one drawn by the free hand. The work of the four lower classes in drawing is to be done on slates.

The order of lessons is to be

1. Enlargement from cards.
2. Reduction from black-board.
3. Memory and dictation drawing, alternately.
4. Geometric definitions, drawn and described, with linear designing on alternate weeks.

#### SECOND CLASS.

In the second class drawing on paper is first taught.

Review on paper the work which has been done in class four on slates, the first half of second series of cards being taken as subjects for instruction.

Drawing from dictation and memory, of the very simplest forms, should be given once in each week, to fix what has been learned on the memory. Each lesson must be begun and finished on one-half of the page in the blank book, in the half hour devoted to one lesson, subjects of sufficient simplicity to ensure this being selected by the teacher.

#### FIRST CLASS.

The second half of the second series of cards, Nos. 7 to 14 inclusive, to be drawn in the first class. Instruction illustrating the words symmetry and repetition, to be given by the teacher from the chapter on design, pages 105 and 132, and that following it in the Manual.

New combinations of forms previously drawn to be made by the pupils, to learn arrangement and rearrangement, to prepare them for the elementary design practised in Grammar Schools.

#### GRAMMAR SCHOOLS.

##### SIXTH CLASS.

Pupils will be taught to draw on paper the elements of form, lines, angles, figures; also the division of lines into equal or unequal parts. In the first half of the school-year, from September to February, the Freehand book No. 1 will be completed, exercises in dictation and memory drawing being worked on the blank pages. From February to July the same book will be reviewed, the definitions and devisory exercises being more thoroughly learned by repetition, and

also to give the pupils advanced from the Primary Schools the opportunity of drawing the first part of the grammar course. The blank pages will be employed for elementary designs during the second half of the school year.

#### FIFTH CLASS.

From September to February the practice of the pupils will be confined to geometrical drawing of definitions and simple problems, and elementary design on the blank pages; and from February to July Freehand book No. 2, with designs in blank pages. The geometrical work and the design is to be accurately done by use of ruler and compasses; but neither of these implements is to be used in the freehand practice.

#### FOURTH CLASS.

From September to February the pupils are to be taken through the Geometry book No. 2, the teachers employing blank paper in the book for exercises in design. As part of the latter the enclosing geometric forms should be dictated by the teacher, the pupils working from the oral description only.

From February to July the Freehand book No. 3 is to be begun and completed, with four elementary designs on the blank pages. In the fourth class the teacher should require some degree of accuracy in the geometrical problems and nicety in workmanship, both in the design and freehand sections of the course.

#### THIRD CLASS.

From September to February the geometry work of Book No. 2 is to be reviewed, for the purpose of refreshing the memories of pupils who have not practised the work for six months, and also to prepare

those pupils who have been advanced to the third class without working through Book No. 2. Then Geometry book No. 3 is to be undertaken and finished by February. The time to spare is to be occupied by practising elementary design on the blank pages.

From February to July the Freehand book No. 4, together with exercises in design, is to be completed.

#### SECOND CLASS.

In the second class geometrical drawing is not to be continued, but in its place model and object drawing is to be commenced. From September to February the pupils will begin and complete Model book No. 1, and from February to July the Freehand book No. 5 will be begun and finished, elementary design being continued on the blank pages, in outline and half tint. Dictation of geometrical forms is not to be considered a separate lesson, but part of the designing lesson. Memory drawing may be practised occasionally to vary the lessons in geometrical drawing.

#### FIRST CLASS.

In the first class model and object drawing is to be considered the sole subject of drawing for the first half of the year, from September to February, and the course is laid down in the text-book to be used, Model book No. 2 to be completed by the end of January. The exercises are to be wholly by the free-hand, and those from the solid to be in true perspective, tested by the eye.

From February to July the Freehand book No. 6 is to be drawn, the four blank leaves to be employed for designs, in half tint, of either historical ornament or conventionalized foliage.

*HIGH SCHOOLS.*

## THIRD CLASS, OR JUNIORS.

The lowest class in the High Schools is to be instructed in the elements of perspective, in Perspective book No. 1, and the practice of model and object drawing from the solid object, with applied design in blank books. The perspective and design to be worked out by mechanical means, the object drawing to be wholly freehand. The models to be shaded or relieved with half tint of different depths. Perspective from September to February. Model drawing and design from February to July.

## SECOND CLASS, OR MIDDLE.

A further study of the principles of perspective drawing is to be followed by the second class in the first half of the year, Book No. 2 being the text-book. This is to be supplemented during the second half of the year by model drawing from the object, and applied design for common objects or simple forms, in either outline, half tint, or by shading.

## FIRST CLASS, OR SENIORS.

Drawing of historical ornament from cast and copy, in tint and color. Original design for manufactures. Painting and drawing from nature. Machine drawing and building construction and architecture (in the boys' classes). Study of the human figure.

*NORMAL SCHOOL.*

Normal lessons in freehand, object memory, geometrical, and perspective drawing; course of elementary design.

## PROGRAMME OF INSTRUCTION IN MUSIC.

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### PRIMARY SCHOOLS.

#### SIXTH CLASS.

Pupils shall be taught to sing *by rote* all the songs and exercises in the first fourteen pages of the "First National Music Reader," and also to sing the scale, ascending and descending, both by numerals and syllables. Other songs by rote, at the discretion of the teacher. All the songs and exercises going beyond twice marked E, shall be transposed *at least one tone lower*. Attention shall be given to correct position of body, and clear and distinct enunciation.

#### FIFTH CLASS.

Review of the previous work. Signs of expression, time, and beating time. Instruction in notation, as indicated on Chart No. 2, according to the "Illustrated" Lessons I. to VII. Use of syllables and numerals. Practise in writing the staff, bass, cleff, the repeat, etc. Rote-songs, as selected by the teacher.

#### FOURTH CLASS.

Review of previous work; then go to the end of Chart No. 12, carefully instructing the pupils accord-



ing to "Illustrated" Lessons XV. to XXI., inclusive. Rote-songs, on pages 15, 16, and 17, and others, to be selected by the teacher. Practise writing notes of different values, and combine them into measures.

#### THIRD CLASS.

Review of previous work, and advance in Charts to end of No. 15. Frequent exercise upon the sounds of the scale by numerals, pitch-names or syllables. Songs, at teacher's option. Practise in writing degrees of the scale under dictation.

#### SECOND CLASS.

Review of previous work. Advance to end of No. 20. Continued scale practice both by singing and by writing under dictation. Rote-songs, at discretion of the teacher.

#### FIRST CLASS.

General review. Then take Charts from 21 to 36, inclusive. Rote-songs, to be selected by the teacher. Practise writing scales in different keys.

N.B.—The teacher should not permit loud and noisy singing, or the singing of parts not within the scholar's *easy* reach. The teachers in the various grades must carefully ascertain and record the compass of the pupils' voices.

#### GRAMMAR SCHOOLS.

Sect. 233 of the Rules and Regulations :—

"In the first and second classes, instruction in vocal music shall be given in two lessons, of half an hour each, and in the third, fourth, fifth, and six classes,

in four lessons, of fifteen minutes each, every week, by the regular teachers; and vocal music shall be in all respects regarded as one of the regular studies of the school."

#### SIXTH CLASS.

Music Charts (Second Series). Practise exercises and songs in the first twenty pages of the Charts, and also those in the first thirty-three pages of the Second Music Reader. Practice in writing continued. Attention should be given to evenness and purity of tone.

#### FIFTH CLASS.

Review work of sixth class. Take the reversed side of Charts from No. 21 to 40, inclusive, and practise the Chromatic Scale with syllables, scale and pitch names. Songs at the option of the teacher. Practise in writing both diatonic and chromatic scales. Directions given how and when to breathe. Avoidance of audible breathing.

#### FOURTH CLASS.

Third Series of Charts. Knowledge of scale and staff intervals. Singing in different keys up to three sharps and four flats, by numerals, pitch names, and syllables. Practice of the first twenty numbers of these Charts, and also of the first twenty-two pages of the Third Reader.

#### THIRD CLASS.

The class is to commence with the reverse pages of the Third Series of Charts, and complete them. Songs at the option of the teacher, including all the keys as far as E and A flat major. Practise in writing, trans-

position of songs, or parts of songs, from one key to another. Vocal culture continued.

SECOND AND FIRST CLASS.

Fourth National Music Reader. These classes are to be taught the Solfeggios in this Reader from page 50 to page 78.

These Solfeggios should be practised by syllables, scale and pitch names.

The piano should be used as little as possible during the practice of the Solfeggios.

The exercises in Triads from page 79 to 84 are to be practised simultaneously with the Solfeggios and the parts are to be frequently changed.

Songs at the discretion of the teacher, but with strict exclusion of rote-singing.

Writing exercises, such as transpositions, etc., are to be continued in these classes.

HIGH SCHOOLS.

The High School Music Reader is the text-book for both Mixed and Boys' High Schools.

Muller's Part-Songs are used in the Girls' High School.

FIRST YEAR OR JUNIOR CLASS.

Practice in singing at sight. Instruction in musical theory, the intervals and writing of scales, in both the G and F clefs. Study of the various forms of the Minor Scale. Writing under dictation. Explanation of musical terms in common use. Vocal culture and study of Part-Songs.

## SECOND YEAR OR MIDDLE CLASS.

Continued practice of singing at sight. Inversion of intervals. Writing under dictation. Musical expression. Management of the voice. Study of Part-Songs.

## THIRD YEAR OR SENIOR CLASS.

Elementary harmony. Major and Minor Triads, and their inversions. Chord of the Seventh and its inversions. Practice in writing out simple figured basses. Study of Part-Songs and analysis of the same.





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